MY ENGLISH
COURSEBOOK
STANDARD TEN

The Coordination Committee formed by GR No. Abhyas - 2116/(Pra.Kra.43/16) SD - 4
Dated 25.4.2016 has given approval to prescribe this textbook in its meeting held on 29.12.2017
from the Academic Year 2018-19.

Critical Thinking

Problem Solving

MY ENGLISH COURSEBOOK

Creativity

Innovation

STANDARD TEN

Cross Cultural Interaction

Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune.

The digital textbook can be obtained through DIKSHA App on a smartphone by using the Q. R. Code given on title page of the textbook and useful audio-visual teaching-learning material of the relevant lesson will be available through the Q. R. Code given in each lesson of this textbook.

First Edition : 2018
First Reprint : 2019

Chief Co-ordinator :
Smt. Prachi Ravindra Sathe

English Language Committee :
Dr Prabha Sampath, Chairman
Dr Manjushree Sardeshpande, Member
Dr Rohit Kawale, Member
Dr Muktaja Mathkari, Member
Dr Lalita Vartak, Member
Dr Shruti Chaudhary, Member
Shri. Shridhar Nagargoje, Member
Shri. Nilesh Kedare, Member
Shri. Santosh Pawar,
Member-Secretary

Cover and Illustrations : Reshma Barve

Co-ordination :
Santosh J. Pawar
Assistant Special Officer, English

English Language Study Group :
Shri. Akhil Bhosale
Dr Jyotimani Rocque
Smt. Manjusha Sagrolikar
Shri. Nilkantheshwar Patil
Shri. Pundalik Kaviraj
Smt. Renu Dhotre
Smt. Saraswathi Suram
Shri. Sharad Pandhare
Smt. Smita Pore
Shri. Amol Kamble
Shri. Anil Petkar
Shri. Ashok Gaikwad
Shri. Mohan Bapat
Shri. Balkrishna Shinde
Shri. Bhuvnesh Kumbhar
Dr Gajendra Mugale
Dr Juee Kulkarni
Shri. Mahesh Dudhankar
Shri. Nadeem Khan
Shri. Rajiv Sangpal
Shri. Raju Korde
Shri. Rakesh Jadhav
Shri. Santosh Gaikwad

Invitee Experts :
Smt. Samannaz Irani
Shri. S. B. Mahajan
Shri. Pravin Mulay
Dr Dipak Damodare

Production :
Sachchitanand Aphale
Chief Production Officer

Rajendra Chinderkar
Production Officer

Rajendra Pandloskar
Assistant Production Officer

Paper :
70 GSM Creamwove

Typesetting :
DTP Section (Languages)
Textbook Bureau, Pune.

Printer :
M/s. Pragati Enterprises,
Kolhapur

Print Order No. :
N/PB/2019-20/(0.50)

Publisher :
Vivek Uttam Gosavi
Controller
Maharashtra State
Textbook Bureau,
Prabhadevi,
Mumbai - 400 025.

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians are my brothers and sisters.

I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect, and treat everyone with courtesy.

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

Preface

Dear Students,

Welcome to Std X. We are happy to place this '**My English Coursebook**' in your hands.

English has been a part of your studies since Std I. Now you can read and understand simple English passages. You can now use English in familiar everyday situations. You can use English to express your thoughts and ideas in writing. You can handle different forms of writing. In Std IX, you have practised all this some more, and have also learnt to study on your own, to think independently, and to express yourself more effectively. In Std X let us sharpen, and upgrade these abilities and skills to acquire perfection. You will also get acquainted with the beauty of English language and literature.

We have focussed upon linguistic items in the Language Study (Grammar and Vocabulary) activities, and sharpening your communication skills is dealt with in Reading and writing activities. The Coursebook aims to help students in Maharashtra to become better users of English Language and at the same time get a flavour of the beauty of English Literature as well.

English language has been accepted as the lingua franca of the world. In times of increasing globalisation, knowledge, understanding and use of English in oral and written communication has become the need of the hour. As such, this coursebook offers you an opportunity to reach out to the world.

Our main aim is to help you use English with fluency and confidence. We want you to be able to ask questions, gain knowledge and new skills, be creative and to spend your free time joyfully. That is why, we want you to take part in all the activities and exercises in the 'Warming up!' and 'English Workshop' sections without feeling shy or diffident. Talk to your teacher freely about the problems and difficulties you face while studying this textbook. Many of the activities are designed to show you ways of thinking and learning on your own. The more you use them, the better you will learn.

Useful audio-video teaching-learning material given in each relevant lesson will be available through the Q. R. Code and through the medium of App for additional information. It will be definitely useful for your study.

We will be happy if you share your feelings about the contents of this book with us. We hope you enjoy studying it throughout the year.

Wish you all the best in your studies!

(Dr Sunil Magar)
Director
Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune.

Pune
Date : 18 March, 2018, Gudhipadva
Indian Solar Year:
27 Phalgun, 1939

For Teachers –

1. Please take into account the various competencies specified on the following pages alongside. They indicate the areas of language developments and the stages which the students are expected to reach by the end of Std X. You can plan your classroom interaction and assessment of students in the light of these specific goals.

2. The coursebook is designed to help the students in many ways –

   2.1 To learn to use the English language effectively : To learn to communicate their own ideas, thoughts and feelings in English clearly, in an appropriate manner.

   2.2 To enjoy and appreciate literature in English : The textbook includes a few extracts from classics of English and world literature to enable students to appreciate literary pieces and human values.

   2.3 To use English as a medium of studying other subjects : To use English to seek knowledge in other areas of study like science, geography, and even art and craft; learning to properly organise and present the information or knowledge one gets through English; learning to identify the difficulties in one's understanding and then to make efforts to overcome them; 'personalise' learning by making notes for reference, to analyse and evaluate the information, and so on. Many activities in the textbook focus on these 'study skills'. They will enable the students to use English throughout their life as an effective medium of learning.

   2.4 Learning about language : At this stage, students may now be ready to consciously try to understand how the language works, and to use the knowledge to correct and improve their own work. The Language Study section given in 'My English Coursebook' for Std. Nine should be used as a ready reference in the classroom and not for mechanical drilling. Show the students how they can use it on their own.

3. Please go through the entire book before you start teaching it. A variety of activities and games are provided here in the 'Warming up!' and 'English Workshop' sections. These activities and games can be used again and again according to the needs and interests of your class.

4. **Most of the games and activities in the book involve open-ended questions. Please give the students enough time and opportunity to respond to these using their own ideas. Do not use readymade (or 'teacher made') answers. This is especially important for activities that involve analytical and critical thinking.**

5. An innovative teacher may come up with many parallel or extension activities but do take care to see that all tasks and activities given in the textbook are carried out first.

6. The Coursebook aims to help students to attain a proficiency level in English, whereby they can directly think in English, rather than think and translate from their mother tongue. This proficieny is indispensible, especially when they understand ideas, contemplate, figure out their responses to activities and plan their write-ups.

Statement of Competencies

Listening

- Understand simple spoken English without any help (visual or other).
- Note the pronunciation and usage of new words/expressions.
- Listen attentively to an entire speech, story, poem, programme, etc.
- Predict the next part of a narration, conversation, description and story.
- Summarize a story, conversation, play, informative speech or debate.
- Note different styles of oral presentation.
- Appreciate an effective presentation, understand what makes it effective.
- Think critically about the information being presented.
- Understand implied meaning.
- Understand the meaning of rhetorical questions and ironical expressions.
- Empathise with people's experiences, likes, dislikes, points of view.
- Analyse the content/argument being presented.
- Form his/her opinions after analysing what is presented.
- Reflect on what is heard/presented.
- Understand English spoken in different parts of India irrespective of the variations.

Speaking

- Speak clearly and confidently.
- Use acceptable (comprehensible pronunciation.
- Use complete sentences in speech, when required.
- Articulate one's ideas cogently.
- Participate in class/group discussion.
- Contribute meaningfully to a conversation.
- Make efforts to improve his/her own pronunciation and speech.
- Talk about one's opinions, points of view and present on argument.
- Communicate pleasure, appreciation, support politely.
- Communicate displeasure, disagreement, difference of opinion politely but firmly.
- Explain a concept, problem.
- Describe things, people, situations, emotions, etc. in minute detail.
- Choose appropriate vocabulary/ expressions in various formal/ informal situations.
- Use idiomatic expressions appropriately with ease and confidence.
- Sum up/paraphrase a given text.
- Discuss/talk about the characters, situations, plots, themes, etc. of a literary piece.

Reading

- Understand the overall structure of a literary piece.
- Identify verbosity, ambiguity, lack of organization, inconsistency, disparity and other defects in written communication.
- Understand and appreciate use of literary devices, figures of speech, etc.
- Understand and appreciate wit and humour and writing.
- Read literature for pleasure.
- Relate and evaluate the information against one's previous knowledge and develop further insight.

- Relate a literary piece of writing to one's own experience.
- Appreciate precision, clarity, transparency in writing.
- Read carefully to understand a new concept/idea.
- Read silently and fluently.
- Learn new words, expressions and enrich his/her vocabulary through reading.
- Learn about other cultures and develop a humanistic, liberal mindset.
- Develop respect for one's identity as an Indian.
- Judge/find the authenticity/source of a piece of writing. (social media)

Writing

- Write correctly. (avoiding mistakes in spelling, grammar, etc.)
- Write coherently and precisely while responding to questions.
- Review and if necessary correct his/her own work as a matter of habit.
- Write formal letters and applications in the expected format, as well as informal letters.
- Write an e-mail.
- Expand on a theme.
- Write an essay.
- Prepare a conversation/dialogue individually.
- Express one's own thoughts, feelings, emotions and ideas coherently and effectively using appropriate language.
- Compare and contrast : one's own experiences with those of others.
- Write independently and creatively using different formats.
- Review a book/a film/a TV programme/a play, etc.
- Attempt using different techniques to make his/her writing more effective.
- Use quotations, idiomatic expressions, etc. appropriately in writing.

Study Skills

- Compile lists of useful words, expressions, idioms, definitions, formulas, etc.
- Prepare/compile bilingual glossaries, and other reference materials including graphics.
- Make notes for personal references while listening/reading.
- Remember and recall necessary information (and the way it is organized) with the help of personal notes.
- Revise (increasingly larger) chunks of information mentally.
- Translate different types of informative texts and literary pieces from mother tongue into English and English into mother tongue.
- Translate literary pieces from mother tongue into English and English into mother tongue.
- Identify and correct if necessary, the influence of mother tongue on his/her English.
- Use reference materials such as different dictionaries, encyclopedias, etc. effectively.
- Use resources from other languages while speaking/writing in English.
- Frame probing questions to find additional information, to find precise answers to one's query.
- Prepare questionnaires so as to compile data in a convenient form.
- Plan a survey, carry it out and present the report and the findings in short.
- Present information in a concise, lucid

manner, and choose appropriate graphics to do so.

- Paraphrase a word/phrase.
- Use facilities like online applications, know how to make online payments, create a blog, etc.
- Be aware of proper and responsible use of social media.
- Use the computer/internet for the purpose of translation/transcription.
- Prepare a presentation with the help of a computer.
- Appreciate and/or critically examine programmes, films, etc. available through mass media/internet, etc.

Language Study

In the years from Std VI to X, the following grammar and vocabulary items will be covered in a graded, step-by-step and age--appropriate manner. They will be introduced and discussed in the context of appropriate passages in the textbook. Also, enough scope will be provided for revision and practice. A list of the items covered in each standard will be given separately in the textbook.

It is expected that by the end of Std X, students should be familiar with these terms which are commonly used in dictionaries, reference materials and also in classroom instruction. This knowledge should help the children to correct and improve their own work and also to handle different resources to get their doubts/queries clarified.

• • •

1. **The alphabet :** letter, sound, consonant, vowel, alphabetical order, phonetic symbols
2. **Parts of speech :** * nouns (types of nouns – countable/uncountable, singular/plural/irregular, common/proper, concrete/abstract) * verbs (main/ auxiliary/modal, transitive/intransitive), finite verbs and infinitives, gerund, participles; time, tense and aspect, singular and plural forms, phrasal verbs

   * pronouns and their types *adjectives

   *adverbs *prepositions *conjunctions *interjections *determiners – articles, demonstratives, possessives, quantifiers, numerals *degrees of comparison – positive, comparative, superlative
3. **Sentence structure :** * types of sentences – statements (positive/negative), commands, questions, exclamations * subject and predicate *subject, object (direct/indirect), complement, adverbial *phrases and clauses *co-ordination and subordination (simple, compound and complex sentences) *subject and verb agreement (person, number) *transformation of sentences (forming questions, negatives, voice, reported speech, joining sentences)
4. **Vocabulary and word-building :**

   *synonyms, antonyms, homonyms, register

   * root word, prefix, suffix *compound words * minor processes of word-building : reduplicatives, clipping, blends, acronyms
5. **Punctuation :** full stop, comma, question mark, exclamation mark, hyphen, dash, quotation marks, apostrophe, brackets, colon, semicolon, use of capitals
6. **Speech :** pronunciation, syllables, stress, intonation, rhyme, rhythm.
7. **Figures of Speech and stylistic devices :** simile, metaphor, personification, apostrophe, hyperbole, euphemism, antithesis, irony, pun, onomatopoeia, alliteration, consonance, etc.
8. Idioms and proverbs, usage.

Note : For explanation of concepts in Language Study, please refer to My English Coursebook Standard Nine. (Pages 123 to 134)

– Contents –

Let's Retrospect

Every lesson/poem begins with an opportunity to chat with your benchmate/group/classmates and even teacher. No one can stop you from chatting about the topic given. The only rule is CHAT IN ENGLISH. It will improve your speaking/oral skills and boost your confidence in Spoken English and Conversation.

So open your mouths and TALK! Let's make some meaningful noise in the class.

1. From the word-grid below pick out words related to Language Study (Grammar and Vocabulary) and write them against each of the clues.

H	M	N	O	P	R	O	N	O	U	N	Q
O	S	A	T	R	R	V	X	L	H	O	A
M	A	D	V	E	R	B	F	B	C	U	D
O	R	J	Q	P	X	Y	Z	P	E	N	G
P	T	E	H	O	K	L	M	L	G	D	P
H	I	C	B	S	I	N	G	U	L	A	R
O	C	T	K	I	H	P	I	R	B	G	E
N	L	I	L	T	M	P	O	A	R	T	F
E	E	V	I	I	P	R	I	L	K	B	I
W	S	E	R	O	C	O	M	P	L	E	X
S	Y	N	O	N	Y	M	D	V	E	R	B

Clues

(a) I refer to only one noun .... in number.

(b) I qualify a noun ....

(c) I say more about an action (verb) ....

(d) I am a naming word ....

(e) I can replace naming words ....

(f) I accompany nouns/pronouns and show their relation to another word

(g) I am a sentence with a subordinate clause ....

(h) I am an Action or Being ....

(i) I am an affix attached before a word ....

(j) I sound the same but differ in spelling and meaning ....

(k) I am a word having nearly the same meaning ....

(l) I come before nouns to point out definite or indefinite ....

1.1 A Teenager's Prayer

Warming up!

Chit-Chat

1. Form groups of 5 to 6 and discuss. Give a rating of 1 to 5, to each of the following.

   When you have to take important decisions what do you generally do?

   (a) Consult parents/elders ☐

   (b) Contact friends for advice ☐

   (c) Pray to God for guidance ☐

   (d) Think deeply in silence ☐

   (e) Ask your teacher for help ☐

   (f) Toss a coin to decide ☐

2. In poetry, very often, there are lines in which the poet seems to talk directly to an absent person, an abstract idea or thing/object.

   Such a tactic/device used by the poet is the Figure of Speech 'Apostrophe'.

   For example,

   Twinkle, twinkle little star ....

   Death! Where is thy sting?

   O Cave man! I wish I could live with you.

   Now, complete the following, creating examples of Apostrophe of your own.

   (a) O, Life! How ....

   (b) Dear God, Please ....

   (c) Books! You are ....

   (d) Exams! I wish ....

   (e) O, You beautiful sky ....

Teacher should explain the Apostrophe in punctuation and Apostrophe as a Figure of speech.

A Teenager's Prayer

Each day brings new beginnings,
  Decisions I must make.
I am the only one to choose
  The road that I will take.

I can choose to take the road of life,
  That leads to great success
Or travel down the **darkened** road,
  That leads to great **distress**.

Please open up my eyes, dear Lord,
  That I might clearly see
Help me stand for what is right,
  Bring out the best in me.

Help, Lord, to just say "no"
  When **temptation** comes my way,
That I might keep my body clean
  And fit for life each day.

When my teenage years are over,
  I know that I will see
That life is lived its very best
  With you walking next to me.

– J. Morse

- ✦ What is the age-group of the speaker in the poem?
- ✦ What decisions does the speaker have to take?
- ✦ What does each new day fetch?
- **darkened** : here, it refers to evil
- **distress** : great worry and strain
- **temptation** : a strong wish to do something bad or wrong
- ✦ How should one react to temptation?
- ✦ What effect does the speaker wish to see in himself at the end of his teens?
- ✦ In what condition does the poet wish to maintain his body?
- ✦ Whose company does the poet wish for, in the walk of life?

ENGLISH WORKSHOP

1. Choose the correct alternative and complete the given sentences.

(a) According to the poet, ... are brought by each new day. (new beginnings/new endings)

(b) We must decide to take the road which leads to .... (great distress/great success)

(c) The poet prays to the Lord to help him stand for what is .... (might/right)

(d) The poet wants to see that his teenage years have been the .... years of his life. (worst/best)

2. Find and write the pairs of rhyming words from the poem.

1. .... 2. .... 3. .... 4. .... 5. ....

3. What is the rhyme scheme of the poem? Choose the correct one from the following options.

(i) aabb (ii) abcd (iii) abcb (iv) abba

4. Match the lines in Column A with the Figures of Speech in Column B.

Column 'A'	Column 'B'
(i) Decisions, I must make	(a) Apostrophe
(ii) Please open up my eyes, dear Lord	(b) Inversion
(iii) Travel down the darkened road	(c) Metaphor
(iv) I can choose to take the road of life	(d) Alliteration

Alliteration is the occurrance of the same sound at the beginning of words in a phrase, sentence etc. such as 'That **l**ife is **l**ived its very best.'
Find out more examples of **Alliteration** from other poems in your book.

5. Elements of Planning An Interview : (Group Activity)
Form groups and discuss each element of planning an interview and prepare notes on each element.

Format - Structure ....

Size/Length - How much ....

Do's and Dont's - Rules and Regulations ....

Type of Questions - Yes/No questions or Wh Type. ....

6. **Prepare a set of 10 questions to interview any successful teenager. You may use the following guidelines.**

Standard template for conducting an Interview (Format)

Name of the Interviewee

Name of the Interviewer

Topic - (Personal/Recent/Sports/Business/Music/Art)

Venue - (Studio/TV channel/ Auditorium Hall/etc.

Date - Time - Duration -

(Total 10 questions)

- Mix up of Yes/No and Wh questions.
- Place a proper background before every question.
- Conversation should sound like a real interview.
- Avoid very personal questions.
- Aviod very casual, cheap and vulgar language.

7. **Read the poem. Write an appreciation of the poem in about 12 to 15 sentences with the help of the following points.**

Point	
Title	
Poet	
Rhyme scheme	
Favourite line	
Theme/Central idea	
Figures of speech	
Special features- Type of the poem, language, style, tone, implied meanings etc.	
Why I like/dislike the poem	

8. **Compose a short prayer in English asking God to guide you in your teenage years. Later, you can even try to make the lines rhyme to give it a poetic form.**

9. Look around in your vicinity - your family, friends, neighbours, classmates, etc. and write about any four teenagers who have made a name for themselves by doing something extraordinary.

Teenager Group	Name/s	Special/extraordinary tasks/things performed
1. Family		
2. Friends		
3. Neighbours		
4. Classmates		

1.2 An Encounter of a Special Kind

Warming up!

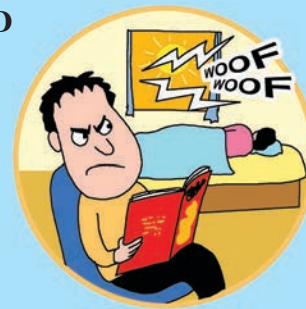
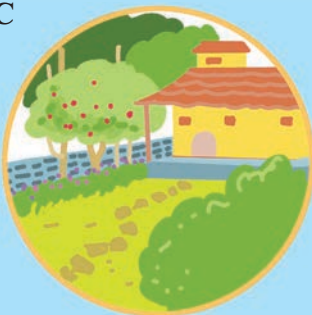
Chit-Chat

- What do you see in the picture?
- What do you think the girl is trying to do? why?
- If you were in the place of that girl, what would you do?
- Do you think she will become successful in her mission?

Match the appropriate headings with the images.

A

D

1. Our luxurious bungalows. ☐
2. My favourite pastime. ☐
3. What a commotion! ☐
4. Engrossed in my book. ☐

C

B

An Encounter of a Special Kind

✦ What was the profession of the writer's father?

✦ Describe the campus where the writer's family lived.

- **engrossed** : occupied in
- **unfolded** : revealed
- **new dimension** : new factor
- **hearty** : sufficient and wholesome

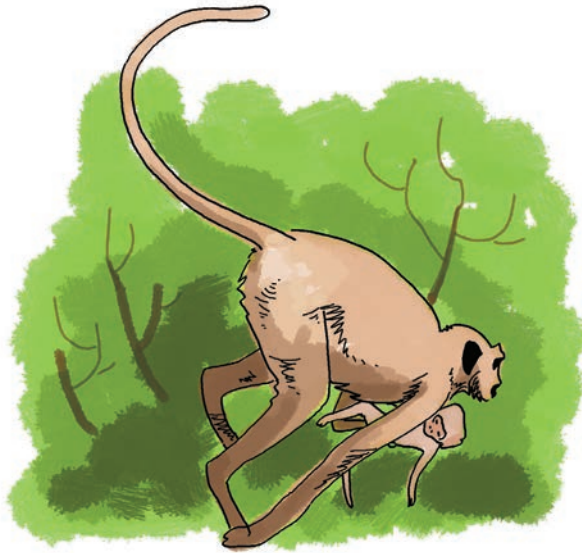
✦ How did the family relax after lunch?

- **intermittent** : frequent
- **shrill** : very high and loud sound/ voice
- **commotion** : noise and confusion
- **hapless** : unfortunate
- **cacophony** : loud, harsh noises

My father was a medical professional working for a private company in Raniganj in West Bengal. The officers of the company were housed in individual bungalows inside a large campus. Our house was in a corner of the campus. The officer's club was adjacent to the boundary wall of our garden. The compound was luxurious with green grass, colourful flowers and a host of tall and majestic trees. The seasonal vegetables in the kitchen gardens of the households and the magnificent trees constantly attracted squirrels and many species of birds; a group of langurs had even made their den in an *aswatha* tree nearby. They had all become a part and parcel of our existence and daily life.

A small incident on a Saturday afternoon left a profound effect on me and **unfolded** before my eyes **a whole new dimension** to the wonders of God's creation. It was a few days into the Puja vacation. Just like for any other child, the holidays provided an opportunity for me to become **engrossed** in various magazines and storybooks published specially for children in the festive season.

After a **hearty** lunch, my parents and my younger sisters lay down for an afternoon nap and I settled down with a storybook. The quiet afternoon presented the perfect backdrop for reading an adventure story. The silence was occasionally broken by the sound of my family snoring, the **intermittent** chirping of house sparrows, the harsh cawing of a crow the **shrill** call of a kite flying high above the ground. Minutes ticked by. I became deeply absorbed in the book.

Suddenly, I heard a group of street dogs barking furiously in the distance. I chose to ignore the **commotion** thinking that the pack of dogs might have cornered a **hapless** pig. But soon, the barking became louder and more aggressive and the alarmed cawing of a flock of crows added to the **cacophony**. I also heard the disturbance approaching closer.

Curiosity **got the better of** me. Leaving the book aside, I rushed to the veranda to see what was going on.

I glanced towards the roof of the club house and saw something horrible. A big male langur, apparently the leader of its group, was holding a baby langur in his hands and **mercilessly** biting it all over with a definite intent to kill. The helpless mother of the baby and other lesser members of the langur group were scattered on the roofs of the buildings nearby watching the baby being killed. I recalled the terrible custom in the animal **clan** according to which a **dominant** male usually does not allow another male baby or adult to survive within its group.

Without losing any time, I gathered a **stout** stick in one hand and **hurled** a piece of stone at the **marauding** langur. The langur was so infuriated that it hardly took any notice of my **assault**. But then I started throwing more stones. The dogs on their part raised their pitch of cry.

The changed circumstances and the sudden unexpected attack from unknown quarters forced the langur to drop the baby from the sloping roof over the veranda. The baby was **listless** and appeared to be dead. As its body started to **slide down**, the excitement of the pack of dogs grew **manifold** at the **prospect** of a good kill and meal. Keeping the dogs

- **got the better of :** overpowered, defeated
- **mercilessly :** cruelly
- **clan :** a very large family
- **dominant :** powerful, superior
- **stout :** heavy
- **hurled :** threw forcefully

✦ What wicked custom is practised by animal who live in groups?

- **marauding :** searching for something to steal or attack
- **assault :** attack
- **listless :** without any energy
- **slide down :** move downwards
- **manifold :** more and more
- **prospect :** future benefit

- **inert** : powerless, motionless
- **coop** : cage for poultry
- **oozing** : releasing, overflowing
- **muffled** : quietened/ suppressed sound
- **stir** : move

✦ What attempts helped the baby langur to revive?

- **trauma** : great distress

Guess the meaning of :

- shaky
- uncanny
- bosom
- welled up

✦ When did baby langur finally find comfort?

- **descended** : moved downwards
- **cuddled** : held closely
- **solace** : comfort and peace

at bay with the stick, I managed to catch hold of the baby langur's tail just as it tipped over the edge of the tiled roof. The baby appeared **inert** and lifeless. It was indeed a male baby.

By this time, my parents and sisters had come out on to the veranda and were witnessing my rescue operation. Some of our neighbours had also gathered in the distance.

I took the baby langur to our backyard and gently laid him on the floor inside the poultry **coop**. His body was full of deep bite marks and scratches. Blood was **oozing** from some of the wounds. The baby remained motionless. My father provided first aid to clean the wounds and stop the bleeding. I was relieved to find out that the baby was breathing, even though his breaths were shallow.

Splashes of cold water made the baby **stir** and after a few shaky attempts, he sat up. He was in state of shock and started trembling like a leaf in the wind. His two little twinkling eyes **welled up** with tears and he started to sob with a **muffled** cry – just like a human child would after experiencing **trauma**. I offered him a peeled banana which he accepted with his unsteady hand and began taking hesitant bites.

My attention was fixed on the revival of the baby langur. Suddenly, I had an **uncanny** feeling of being watched. I turned away from the coop and looked up. There sat the mother langur on our kitchen roof, watching every move I made. She simply sat there quietly, as if convinced that no harm was being done to her child.

Meanwhile, the baby sensed the presence of his mother and started to sob and cry a little louder. I retreated from the door of the coop to allow the mother access to her baby.

Immediately, the mother **descended** on the floor of the coop and picked up the baby in her arms. She gave the baby a thorough body inspection to check his injuries and then **cuddled** him tightly in **her bosom**. The baby found great **solace** in her

caring arms. The mother sat still with the baby in her lap for a few minutes. It was almost as if she was **pondering** over her options and trying to figure out how she could keep the baby safe from further assault.

For a few seconds, the mother langur looked straight into my eyes. Even today, I cannot forget that look in her eyes, showering silent gratitude on me for saving her child. I was overwhelmed by the emotion, the sentiment and the way she said thanks to me. There sat a **universal** mother holding a **stricken** child in her lap.

Then, in a flash, she jumped with her baby clinging to her belly and reached our kitchen roof. She surveyed the area for the **vicious** male langur and then leapt away in the direction opposite to the place of the violent encounter.

The brief meeting with the mother and the baby langur convinced me that interspecies communication and mutual trust is indeed a reality and should anyone strike the right chord, the relationship **hums into action**. The mother langur showed me that food was not the only means of communication between man and animal but that there were other means of establishing a bond through trust, **compassion** and mutual understanding.

Fifty-five years have passed since that day. I am now seventy years old. But I still fondly remember that 'encounter of a special kind'.

- Tapan Mukherjee

✦ What truth about animal-human relationship did this incident reveal to the narrator?

- **ponder :** think over deeply
- **stricken :** to be hit hard, suffer
- **universal :** existing everywhere or involving everywhere
- **vicious :** evil, wicked

✦ What did the mother seem to convey to the narrator?

- **hums into action :** becomes active
- **compassion :** sympathy and kindness

ENGLISH WORKSHOP

1. State whether you agree or disagree with the following statements. Justify your choice with proper reasons.

(a) The compound where the writer was living, was rich in nature's bounty.

(b) Holidays provide us an opportunity to read various magazines and storybooks.

(c) The narrator made a mistake by saving the baby langur.

(d) Animals cannot convey emotions.

(e) The narrator was fifty-five years old when this incident occured.

2. Match the phrases given in Group 'A' with their meanings in Group 'B'.

Group A	Group B
(a) to be a part and parcel of	(i) to observe and give attention
(b) to be engrossed in	(ii) to be able to solve a problem
(c) to take notice of	(iii) to find comfort and peace
(d) to figure out	(iv) to think about seriously
(e) to ponder over	(v) to be completely occupied in
(f) to be overwhelmed by	(vi) to be an essential or integral part
(g) in a flash	(vii) to be affected emotionally in a powerful way
(h) to find a solace	(viii) very quickly

3. Write in your own words.

(a) Why did the narrator ignore the barking of dogs?

(i) ....

(ii) ....

(b) Why did mother-langur make no effort to grab her baby from the coop?

(i) ....

(ii) ....

4. **Read the text carefully and arrange the occurance of happenings in the text in a sequential order.**

1	I took the baby langur to the backyard.	
2	I cannot forget that look in her eyes.	
3	I heard the disturbance approaching closer.	
4	I recalled the terrible custom in the animal clan.	
5	I became deeply absorbed in the book.	
6	I was engrossed in various magazines and storybooks.	1
7	I offered him a peeled banana.	
8	I still fondly remember that encounter.	
9	I gathered a stout stick and then started throwing stones.	
10	I saw something horrible.	
11	I was showed that food was not the only means of communication.	
12	I managed to catch hold of the baby langur's tail.	
13	I allowed the mother, access to her baby.	

5. **Discuss the following and write about it in your own words in 5-6 lines.**

(a) What would you do, if you find an injured bird while returning from your school?

....

....

....

....

....

....

(b) What opinion do you form about the narrator, from the story?

....

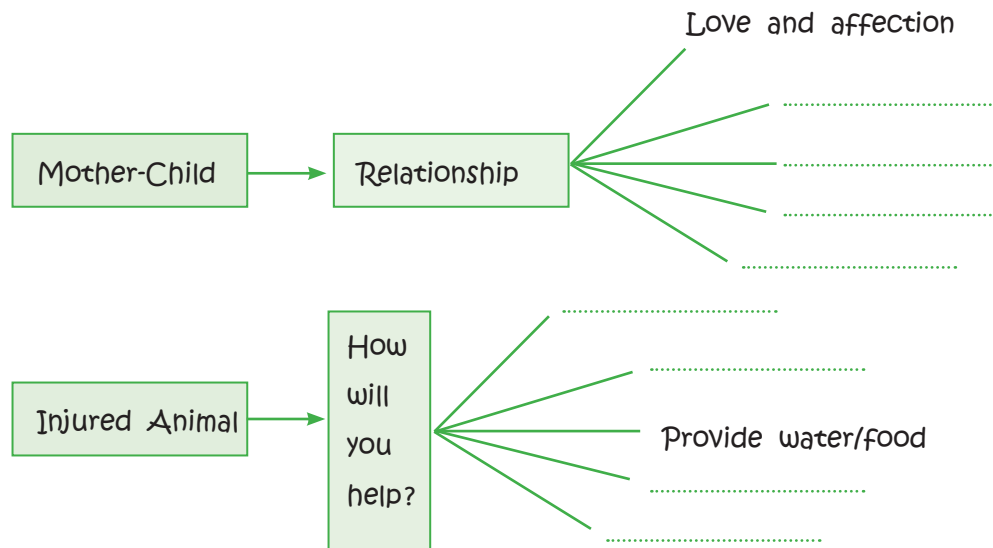
....

....

....

....

....

6. Complete the following and write a paragraph on each of the given activities.

7. Work in pairs and make as many words as you can, using letters in the word. 'ENCOUNTER'.

Three-letter words	Four-letter words	Five/Six-letter words
TEN	TOUR	ENTER

Allow the students to use other bigger words from the story time to time to make different words.

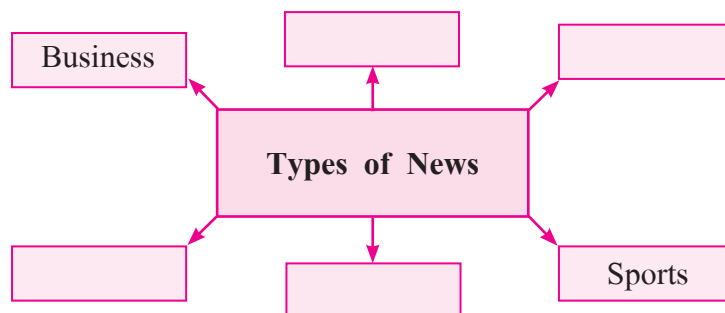
8. Translate the following proverbs in English.

(1) जनसेवा हीच खरी ईश्वरसेवा. ....

(2) पेरावे तसे उगवते. ....

Encourage students to find such proverbs/slogans/maxims in their mother tongue and English.

9. Write a paragraph and give an appropriate title to it. Use the following points.

10. (A) Complete the remaining blocks determining the types of news.

Template for a News Report

(a) Headline (Title)
(b) Dateline (Day, Date, Place, Resource)
(c) Intro (Covering Maximum WH questions)
(d) Short continuing paragraph (Details)

(B) Read the following headline and write a news report. Follow the steps as given.

- Headline : **'Tiger attacks 8 year old at Rajiv Gandhi National Park.'**
- Date line ....
- Leadline ....
....
- Body of the Report ....
(Use only 3rd person ....
pronouns/Passive voice)

(C) Read the following Headlines and write the dateline, intro and a short continuing paragraph.

Achievers narrate their success stories at career counselling events.

India's first ever tourism university to be established by IIHM

Ask the students to read different news from English Newspaper and write the given points in news.

Language Study

1. **Present Participle : The form of a verb, ending in 'ing', which is used in forming continuous tenses. For example,** He is sitting here.

   Present participle can also be used as an adjective. For example, He uses a walking stick.

   Now, find out the 'ing' forms from the story and classify them into the following table.

Present Participle used as an Adjective	Present Participle used as a Verb in the Continuous Tense
twinkl**ing** eyes	was ooz**ing**
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

2. **Spot the error and correct the following sentences.**

   (a) My grandparents laid down for an afternoon nap.

   (b) A stranger were knocking at our door.

   (c) My sister and I shares a study room.

   (d) One of my friend, is leaving school.

   (e) A flock of birds were flying overhead.

3. **Rewrite the sentences as per instructions given alongwith.**

   (a) I took the baby langur to our backyard. ....
   (Rewrite the sentence in the Past Perfect Tense)

   (b) She simply sat there quietly. ....
   (Rewrite the sentence in the Present Continuous Tense)

   (c) The mother langur looked straight into my eyes. ....
   (Rewrite the sentence in the Simple Present Tense)

   (d) She surveyed the area for the vicious male langur. ....
   (Rewrite the sentence in the Simple Future Tense)

1.3 Basketful of Moonlight

Warming up!

Chit-Chat

1. Did you like to hear bedtime stories when you were a child?
2. Who usually told you the bedtime stories?
3. Why did you like them?
4. Do you still like to hear those stories, again?

1. Discuss in groups about the procedure of planting a tree. Write the steps in bullet points and present them before the class.
    - ....
    - ....
    - ....
    - ....

2. Discuss in pairs and write what your father and mother do for your family.

Father

- Works hard to earn a living
- ....
- ....
- ....
- ....
- ....

Mother

- ....
- keeps the house clean
- ....
- ....
- ....
- ....

Basketful of Moonlight

O moon,
give me moonlight,
basketful or two baskets full,
with seeds of moonlight.

From the city to my village,
on the sides of the path
I want to sow many,
small, small moons of light.
The whole village goes to the city
daily to work.
It becomes dark on its way back
as my village is quite far.
The route is tough and full of
snakes and scorpions.
Neither bus nor cart **plies**.
When my father returns home
I am asleep.

And he goes back early in the morning
while I am sleeping.

O moon
give me a basketful of moonlight
on loan.
I want to light the dark route
so that my father returns early.
I too want to hear fairy tales
and stories from him.

O moon,
give me a basketful of moonlight.
I want to sow seeds of moon
on the sides of the path.

- *Sunil Sharma* (Translated from Dogri)

- ✦ What does the poet wish to get from the moon and why?
- ✦ Why is the road from the city to the village dangerous?
- **plies :** travels regularly over a route
- ✦ Why does the poet want his father home early?
- ✦ How do you spend your evening time with your family members?

ENGLISH WORKSHOP

1. Complete the following sentences with the help of the poem.

(a) The child wants to sow small moons of light from ....

(b) According to the child the route of his village is tough and full of ....

(c) The child wants a basketful of moonlight on ....

(d) The child wants to light the dark route so that his ....

2. Write down the describing words used for the following nouns.

- .... moons
- .... route
- .... village
- .... morning

3. The child in the poem wants to solve the problems of his village. How can the child solve them with the following wishes? Answer in your notebook.

(a) Give me moonlight, basketful or two baskets full, with seeds of moonlight.

(b) I want to light the dark route so that my father returns early.

4. Pick out and write the lines from the poem that prove the following.

(a) Father reaches home late, after dark. ....

(b) Eager to hear fairy tales from his father. ....

(c) Remove darkness and bring light among the darker paths. ....

5. Write as many words as you can, using – 'ful' as suffix.

For example, basketful, ... bucketful, ...
....

6. Pick out the examples of Alliteration and Repetition from the poem.

7. Write an appreciation of the poem. (Refer to Page 5.)

8. Write an imaginary letter to the moon, to convey your feelings about it. Discuss about it with your partner and draft the letter using the poem as a basis for the letter.

Supporting points :

(a) Sign of beauty

(b) Symbol of joy

(c) Infinite pleasure

(d) Urge to compose poems/songs/music.

9. Discuss with your friend/brother/sister/your classmate and write your list of wishes to make your village/town/city people happy.
You can use the following words.

- great
- wish
- share
- talk
- help
- cooperate
- communicate

10. Let's compose imaginary poetic lines.

Encourage the students to discuss freely for composing lines. The discussion and composition of the creativity and imagination should be appreciated more.

Sowing the seeds of moonlight

Travelling among stars in a galaxy

1.4 Be SMART...!

Warming up!

Chit-Chat

1. Planning your career is not an easy task. But we can reduce the distress by making a proper choice. If we do, what we love to do, the journey becomes smooth and leads to success.

   The following diagram shows important factors to be considered while choosing a career. Discuss in your group, which factors you regard as important ones.

2. An **Acrostic** is a form of writing where the first letters in each of the lines form another word.
   For example : **FRIEND**

   Faithful
   Respectable
   Inspiring
   Encouraging
   Noble
   Dependable

   Prepare on your own such acrostics for-
   - Your dearest family member
   - Name of your best friend
   - A quality or feeling
   - Any profession

3. Say whether the underlined words in the following sentences are used as a Noun or Verb or Adjective.
   (a) I walk to school everyday. (..................)
   (b) I go for a walk everyday. (..................)
   (c) They gave me a gift everyday. (..................)
   (d) You can gift her a story book. (..................)
   (e) It was sold as a gift pack. (..................)
   (f) They bought a new house on 10th street. (..................)
   (g) The water-tanks leak a lot. (..................)
   (h) The old-age home houses 100 aging and homeless people. (..................)

Be SMART...!

Champions aren't made in gyms. Champions are made from something they have deep inside them – a desire, a dream, a vision. They have to have the skill and the will. But the will must be stronger than the skill. Successful professionals **thrive** in the same manner. We all have natural talents. If we use that talent to set our goal in life, we can easily get success in life. We shall not achieve our goals if we do not take action to achieve them.

Setting goals has two valuable assets - a sense of originality and a stepping stone to **illuminate** the path. Goals put one **at the helm of** life; pursuing them acknowledges a better future situation. They help to **steer** a course of life rather than simply drifting along and letting things happen.

Setting goals may appear easy, but, for some, it is quite challenging. Fear of failure may be avoided in the absence of any goals. After all, one has to decide what one wants to achieve in the end. To accomplish goals, experts recommend a five step approach.

SMART goals are a methodology of thinking that helps people reach success. SMART stands for specific, measurable, achievable, realistic and time-bound.

SMART goals have a specific rubric:

Specific: Involves identifying a specific area for improvement. The more specific the area, the more refined the achievement of one's goal can be. It makes it easier to set parameters and work towards the goal. For exaxmple, if it is building a house, what exactly is the capacity required and how long can it stretch?

Measurable: Quantifying goals provides specific ways to track progress against goals. This makes it easy to **benchmark** performance throughout the goal period, including areas to improve. While playing

- **thrive :** prosper
- **illuminate :** enlighten
- **at the helm of :** in charge of
- **steer :** channelize

✦ Why do some people find setting goals, a challenge?

- **rubric :** a guideline or a heading

✦ How does quantifying goals help us?

- **benchmark :** standard by which something can be measured/judged

football, one's exact role and position has to be clearly defined.

Achievable: Setting goals that can be completed in the designated period of time. Often, these goals may act like stepping stones to help meet broader goals that further define a career. As students, we can't become a President, a Prime Minister, but can hope to reach those heights in future.

Realistic: It is important to create goals that are within one's current skill set or area of expertise. Building expertise takes time, so expecting to become an expert in a short amount of time is unrealistic. Being realistic will make it easy to be successful at attaining goals. If **defensive** and not aggressive, the goal perhaps lacks realism. We must have the clear picture in mind and must have the ability to **adhere** to that picture.

Time-bound: Establish time parameters around each goal, as it will help increase focus and accountability. To reduce weight we know how to go about it. But without **consistent** time-bound action, it never becomes a reality. It may be exercise, diet and stress-free thoughts. All these have to be practised and implemented without hesitation, doubt or indifference, but within a deadline.

Visions, wishes, intentions and dreams are all valuable. They spark off imagination and encourage us to define where we want to reach. In order to get there, however, we need to bring life images, **down to earth** and plan **to execute** our **strategies**. The quality and quantity of energy we put forth, directly impact the results. Life is something like a trumpet. If we don't put anything in, we can't get anything out.

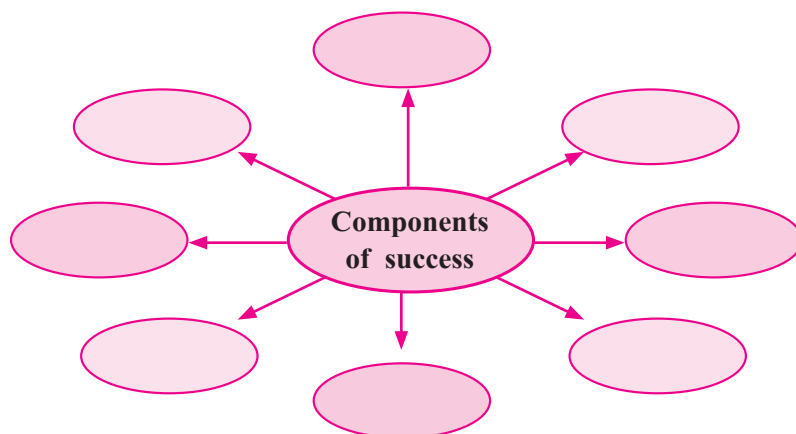
Success is a walk in the dark. Finding the right footing, precisely mastering the skills and getting to the next place, all depend on how we approach and tackle the problem. The best way to get from where we are, to where we want to be is to find the footing of our next step. When we take the next step, it should support and hold us without a crack.

✦ What factor is unreal, while setting goals?

- **defensive :** justificative
- **adhere :** bind
- **consistent :** steady
- **down to earth :** real, practical
- **to execute :** to carry out
- **strategy :** plan of action

✦ To what are efforts towards success compared? Why?

ENGLISH WORKSHOP

1. Complete the following web with the words associated with the text and the given title.

2. (A) Pick out examples from the text that support each of the following facts :

(a) Goals should be achievable. ....

....

....

....

....

(b) A time-limit should be set to achieve goals.

....

....

....

....

(c) A specific field/area has to be fixed to achieve goals.

....

....

....

....

(d) Good results depend upon the quality and quantity of work put in.

....

....

....

....

(e) A benchmark is needed to track progress.

....

....

....

....

3. Complete the following sentences.

(a) SMART goals are ....

....

(b) Two valuable assets of setting goals are ....

4. Read this quote.

'If we don't put anything in, we can't get anything out.' Guess the meaning. Discuss in pairs and find similar quotes that bring in the same meaning.

(a) You reap as you sow

(b) Input is equal to output

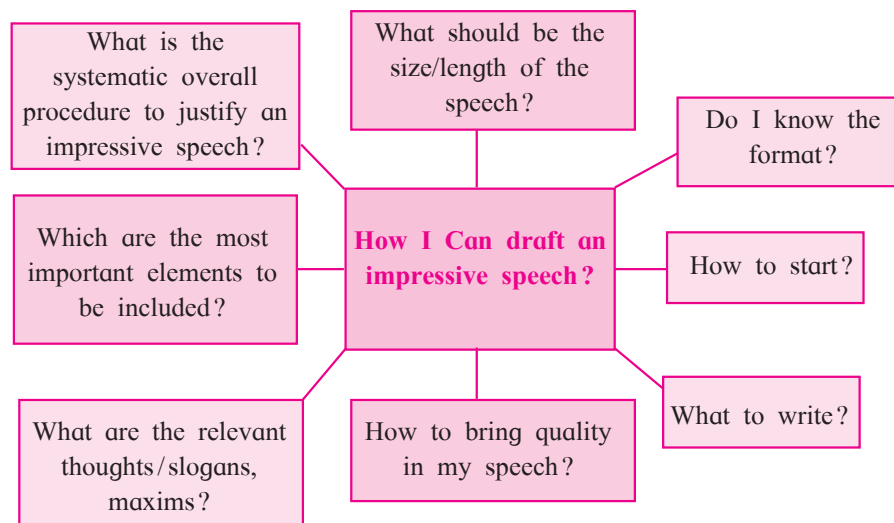
(c) ....

(d) ....

(e) ....

5. Drafting a Speech. Discuss in groups each block and make notes about it.

How I Can draft an impressive speech?

- What is the systematic overall procedure to justify an impressive speech?
- What should be the size/length of the speech?
- Do I know the format?
- Which are the most important elements to be included?
- How to start?
- What are the relevant thoughts/slogans, maxims?
- How to bring quality in my speech?
- What to write?

6. Speech development

(A) Content

(a) Greeting and introduction of the topic

(b) Exposition of main theme/clarity of message/organised thoughts and ideas.

(c) Moral and practical application with examples.

(d) Conclusion

(B) Speaking Presentation

(a) Verbal clarity-pronunciation of words, voice modulation and projection.

(b) Presentation/Speaking style-mannerism, audience eye contact, ability to keep the audience engaged.

(c) Confidence - gestures and expressions, stage courage

(C) Useful phrases and vocabulary

(a) It's pleasure to see you all/I am happy to see you today/It's good to see you all here.

(b) Today's topic is................./My talk is about................. My topic is ....

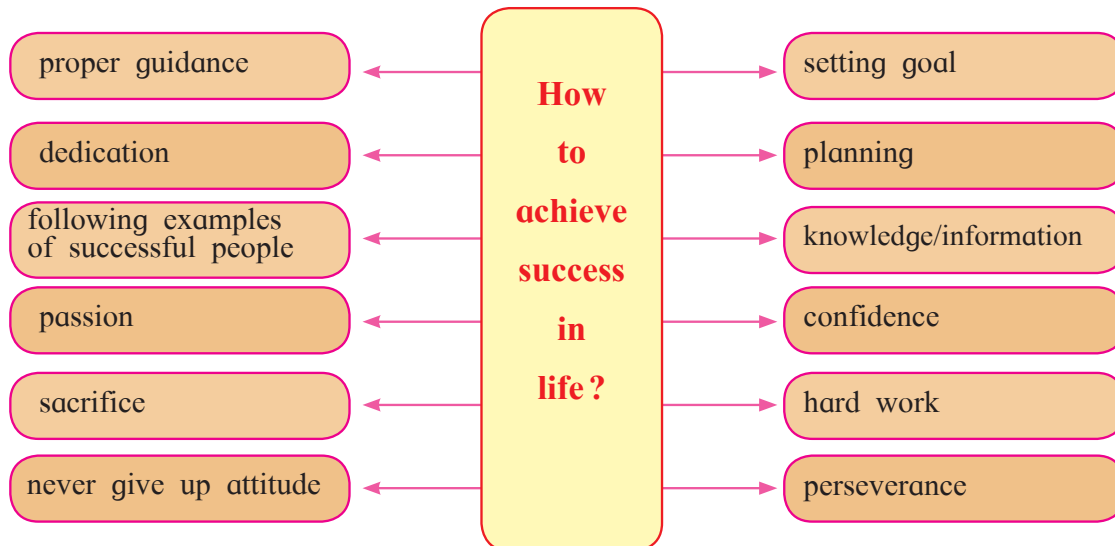
(c) The purpose/aim of this speech. ....

(d) I will focus on one/two/three major issues.

(e) If you have any question, feel free to ask me.

7. Dos and Don'ts for delivering a speech. Add some more points.

Dos	Don'ts
Talk slowly	Don't mumble
Emphasize key words	Don't look up/down
....	....
....	....
....	....
....	....
....	....

8. You are going to participate in an Interschool Elocution Competition. The subject given to you is 'How to Achieve Success in Life.' Draft a speech to present it, in the competition.

9. Project Work :

Your goal, this year, is to successfully pass out from secondary school. So let us be SMART and note down the following.

(a) Specific Area :

(Subjects) and number of units/lessons

1. English 4 units 2. .... 3. .... 4. ....
5. .... 6. ....

(b) Measurable :

Comparison of scores in previous examinations and in recent one.

Test I	Test II	Semester I
1. Poor	Fair	Fair
2.		
3.		
4.		
5.		
6.		

(c) Achievable goal :

(Target scores/performance in SSC Exams.)

1. Good % 4. ....
2. .... 5. ....
3. .... 6. ....

(d) Realisitc approach :

Plan of action that matches with your expertise/resources.

For example :

1. Make a study time table and follow it regularly.
2. ....
3. ....
4. ....
   ....
5. ....
   ....

(e) Time-bound Action :

Days required for revision

Subject	Days for revision
1. English	
2.	
3.	
4.	
5.	
6.	

Language Study

- **Gerund :**

When the –'ing' form of a verb is used as a noun, it is known as a **gerund** a **verbal noun**. For example, The fighting went on. Here, we see that the –'ing' form of the verb 'fight' is used as a subject in 'The fighting went on'. It does a work of a noun.
Read the following examples of gerunds:

- *Gardening* is an art. • *Cooking* is a science. • I enjoy *reading* poems.
- I like *reading* more than *writing*.

- **Rewrite the above sentences using other appropriate gerunds in place of the given here.**

- **Infinitives :**

Sometimes the form of a verb in a sentence names the action but does not change according to tense, number or person. Such a form is known as a **non-finite form** or an **infinitive**. An infinitive is used with or without 'to'.
Examples: How did people first begin **to drink** tea? Can you **name** the beverage?
Underline the infinitive in the following sentences.

- It was funny to read words that stood still.
- Can I read the book?
- To be or not to be - that is the question.

- **Finite :**

Underline the verbs and choose the correct option from the brackets.

(a)

- Preeti even wrote about it. (present tense/past tense)
- Today Sanjay found a new book. (present tense/past tense)
- Rahul finds Maths easy. (present tense/past tense)

(b)

- Preeti was scornful. (singular/plural)
- This is the old kind of school. (singular/plural)
- They are sportsmen. (singular/plural)

Thus, we see that verb forms show tense, number, etc. Here, the verb form changes according to the subject. A verb form which is decided by and changes according to the subject of the sentence is known as a **finite verb**.

Example: 'You **are** very kind.' If the subject 'you' is changed to 'she', the sentence will be 'She **is** very kind.'

Now change the verb form according to the change in the subject.

• I don't know : Change 'I' to 'She'. .... • My father knows : Change 'My father' to 'We' .... • I am following in your footsteps : Change 'I' to 'He' ....

Underline the gerund/present participles/infinitive.

(a) Setting goal may appear easy, but it is quite challenging.

(b) Quantifying goals provide specific ways to track progress.

(c) It is important to create goals that are within a current skill set or area of expertise.

(d) We need to bring down life images down to earth and plan to execute our strategies.

(e) Finding the right footing, precisely mastering the skills and getting to the next place, all depend on how we approach and tackle the problem.

Classify the following words in their respective columns.

tackle, trumpet, directly, execute, aggressive, natural, absence, exactly, achieve, clearly, imagination, precisely, create, important, expert, specific. of, if, and, oh, from, we, but, it.

Noun	Adjective	Adverb	Verb	Pronoun	Preposition	Conjunction	Interjection

- **Changing word class :**

Sometimes, the word class of a word changes without adding any prefix or suffix. For example, 'run' is used as a verb. So, 'verb' is its word class in 'I can **run** faster than him.' But when 'run' is used as a noun, its word class changes. For example, India has to score ten more runs to win the match.' This is called a change of word class. Look at the following examples. Change of word class from verb to noun :

'I **doubt** if I can write as fast as you can' (verb). I have a **doubt** about this topic (noun). Similarly : laugh, walk, catch, throw, turn

Change of word class from noun to verb :

'Remove the potato **peels** (noun). **Peel** the potato (verb).

'She works as a **nurse** (noun). You have to **nurse** a patient till he/she recovers (verb).

ATNXRC

1.5 His First Flight

Warming up!

Chit-Chat

1. Form Groups of 5. Remember your past days and share with your friends about memories of your first day at school or your first attempt at cooking.
   What role did your parents, siblings play to help you to overcome your fear?

1. Discuss and answer.

1. Were there any situations when you got afraid?	....
2. How would you react if you had to travel alone?	....
3. How would you react if you had to stay alone at home?	....
4. What would you do if you were lost in a new city?	....

2. Complete the following table.

Idioms	Meanings	Your own sentences
1. bird's eye view	view from somewhere high	
2. as free as a bird	he/she is carefree	After finishing her exam. she will be as free as a bird.
3. eagle's eye	ability to observe something closely	
4. spread ones wings	to try to work on things independently	

Find more such idioms using the following key words.

fly | name of animals | colours

His First Flight

The young seagull was alone on his **ledge**. His two brothers and his sister had already flown away the day before. He had been afraid to fly with them. Somehow when he had taken a little run forward to the **brink** of the ledge and attempted to flap his wings he became afraid. The great expanse of sea stretched down beneath, and it was such a long way down – miles down. He felt certain that his wings would never support him; so he bent his head and ran away back to the little hole under the ledge where he slept at night. Even when each of his brothers and his little sister, whose wings were far shorter than his own, ran to the brink, flapped their wings, and flew away, he failed **to muster up courage** to take that plunge which appeared to him so desperate. His father and mother had come around calling to him **shrilly**, **upbraiding** him, threatening to let him starve on his ledge unless he flew away. But for the life of him he could not move.

That was twenty-four hours ago. Since then nobody had come near him. The day before, all day long, he had watched his parents flying about with his brothers and sister, perfecting them in the art of flight, teaching them how to **skim** the waves and how to dive for fish. He had, in fact, seen his older brother catch his first **herring** and **devour** it, standing on a rock, while his parents circled around raising a proud **cackle**. And all the morning the whole family had walked about on the big plateau midway down the opposite **cliff** taunting him for his **cowardice**.

The sun was now ascending the sky, blazing on his ledge that faced the south. He felt the heat because he had not eaten since the previous nightfall.

He stepped slowly out to the brink of the ledge, and standing on one leg with the other leg hidden under his wing, he closed one eye, then the other, and pretended to be falling asleep. Still they took no

- **ledge :** a narrow horizontal shelf projecting from a wall or (here) a cliff
- **brink :** the edge of a steep place

✦ What did the young seagull feel?

Guess the meaning of :

- muster up courage
- ascending the sky

- **shrilly :** in a loud, harsh voice
- **upbraiding :** scolding
- **skim :** move lightly just above a surface (here, the sea)
- **herring :** a soft-finned sea fish
- **devour :** eat up hungrily
- **cackle :** utter a shrill cry
- **cliff :** a high steep face of a rock
- **cowardice :** lack of courage to face danger

✦ Why did the young seagull feel hot?

notice of him. He saw his two brothers and his sister lying on the plateau dozing with their heads sunk into their necks. His father was **preening** the feathers on his white back. Only his mother was looking at him. She was standing on a little high **hump** on the plateau, her white breast thrust forward. Now and again, she tore at a piece of fish that lay at her feet and then **scrapped** each side of her beak on the rock. The sight of the food maddened him. How he loved to tear food that way, scrapping his beak now and again to **whet** it.

"Ga, ga, ga", he cried begging her to bring him some food. "Gaw-col-ah", she screamed back **derisively**. But he kept calling **plaintively**, and after a minute or so he uttered a joyful scream. His mother had picked up a piece of the fish and was flying across to him with it. He leaned out eagerly, tapping the rock with his feet, trying to get nearer to her as she flew across. But when she was just opposite to him, she halted, her wings motionless, the piece of fish in her beak almost within reach of his beak. He waited a moment in surprise, wondering why she did not come nearer, and then, maddened by hunger, he dived at the fish. With a loud scream he fell outwards and downwards into space. Then a **monstrous** terror seized him and his heart stood still. He could hear nothing. But it only lasted a minute. The next moment he felt his wings spread outwards. The wind rushed against his breast feathers, then under his stomach, and against his wings. He could feel the tips of his wings cutting through the air. He was not falling headlong now. He was **soaring** gradually downwards and outwards. He was no longer afraid. He just felt a bit **dizzy**. Then he flapped his wings once and he soared upwards. "Ga, ga, ga, Ga, ga ga, Gaw-col-ah," his mother swooped past him, her wings making a loud noise. He answered her with another scream. Then his father flew over him screaming. He saw his two brothers and his sister flying around him **curveting** and **banking** and soaring and diving.

✦ What were the young seagull's parents doing?

- **preening :** making an effort to clean feathers with the beak
- **hump :** a round raised mass on land
- **scrapped :** rubbed
- **whet :** sharpen
- **derisively :** in a manner showing someone that she/he is stupid
- **plaintively :** expressing sorrow

Guess the meaning of :

- soar
- maddened by hunger
- seized

- **monstrous :** shocking
- **dizzy :** having an uncomfortable feeling of spinning around and losing one's balance
- **curveting :** leaping like a horse
- **banking :** flying with one wing higher than the other

✦ What were the young seagull's brothers and sister doing?

Then he completely forgot that he had not always been able to fly, and commended himself to dive and soar and curve, **shrieking** shrilly.

He was near the sea now, flying straight over it, facing straight out over the ocean. He saw a vast green sea beneath him, with little **ridges** moving over it and he turned his beak sideways and cawed **amusedly**.

His parents and his brothers and sister had landed on this green flooring ahead of him. They were **beckoning** to him, calling shrilly. He dropped his legs to stand on the green sea. His legs sank into it. He screamed with fright and attempted to rise again flapping his wings. But he was tired and weak with hunger and he could not rise, **exhausted** by the strange exercise. His feet sank into the green sea, and then his belly touched it and he sank no farther. He was floating on it, and around him his family was screaming, praising him and their beaks were offering him scraps of dog-fish.

He had made his first flight.

- Liam O' Flaherty

✦ What did he forget?

- **shrieking :** making a loud cry
- **ridge :** a chain of hills
- **amusedly :** pleasurably
- **beckon :** to give a signal to move near or to follow
- **exhaust :** wear out

ENGLISH WORKSHOP

1. State whether the following statements are true or false.

(a) The young seagull was not confident about the ability of his wings.

(b) The young seagull's parents guided and improved his siblings in the art of flying.

(c) When the young seagull pretended to be falling asleep, his parents noticed him.

(d) Flying across the young seagull, the mother dropped a piece of fish into his beak.

2. Complete the following statements.

(a) The seagull was afraid to fly because ....

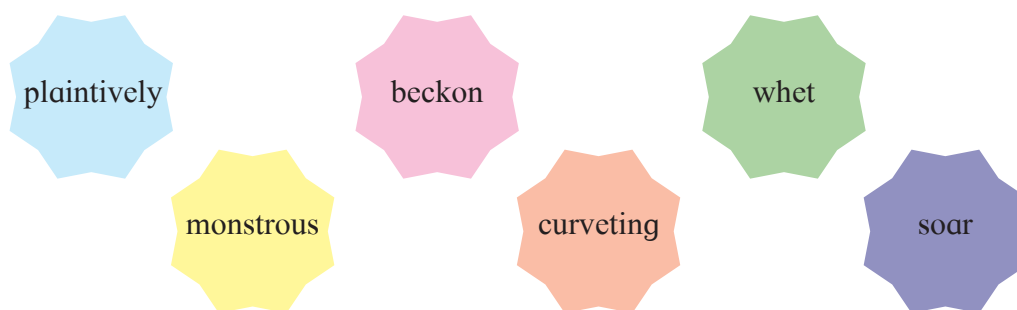
....

(b) Young birds are afraid to make their first flight because ....

....

(c) Human beings find it difficult to face great challenges because ....

....

3. Read the following words carefully and make meaningful sentences of your own, and write in your notebook.

4. Read the following words carefully and fill in the blanks by choosing appropriate word given in brackets.

(afraid, plunged, appeared, shrilly, skimmed, devoured, cowardice)

(a) Arun is full of ....

(b) The violin played very ....

(c) Ravi said, "Are you really....................... of the dark?"

(d) The whole village .... into darkness.

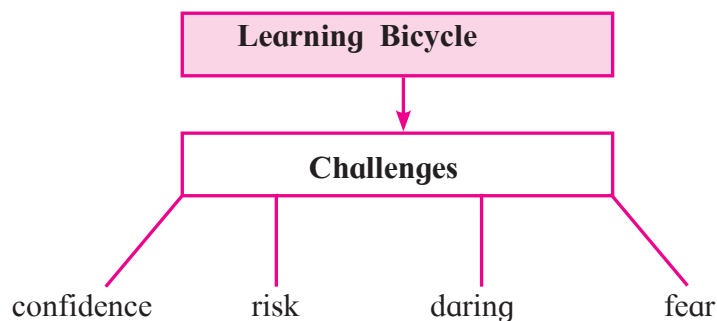
(e) The lions .... their prey, hungrily.

(f) He .... through the report.

(g) One by one, the stars .... in the sky.

5. Read about the space mission of Sunita Williams. Imagine you are going to interview her. Frame 10 to 12 interview relevant questions regarding –

1. her early life, training
2. education
3. her actual flight into space
4. future plans
5. her message to viewers.

6. Describe in your notebook the challenges you faced while learning to ride a bicycle, swimming or any skill. Take hints from the web to complete your write-up.

7. Project :

(a) Collect the career options related to flying. Find out the institutes where training of your options is given.
Find out the detailed information about the fees, duration of training and future prospects of it.

(b) Collect or draw different pictures of birds from your surroundings and write about them. Make a chart with some information about each.

Language Study

1. There are words that have the same pronunciation but differ in spellings. They are called **Homophones.** For example, (a) fair - fare (b) know - no

Sometimes the words have the same spellings and pronunciation but can have different meanings in different situations.

They are called **Homographs**. For example, (a) **watch** - observe **watch** - portable timepiece

(b) **fair** - not very good, not very bad

fair - an exhibition and sale of items

fair - of complexion, skin tone

Note : Homophones and Homographs are together known as **Homonyms.**

Give the Homophones of the following.

(a) blue .... (b) bear .... (c) beet .... (d) to .... (e) son ....

2. Find from the lesson the Homophones of the following.

(A) Pick the Homophones from the text.

1. see -	6. eye -
2. wood -	7. peace -
3. there -	8. threw -
4. scene -	9. hence -
5. won -	10. knot -

(B) Explain how the underlined Homographs differ in meaning.

1. (a) He <u>saw</u> his two brothers. ....

   (b) The woodcutter cut the weakened branch with his sharp <u>saw</u>..........................

2. (a) The bird injured his <u>wings</u>. ....

   (b) He lives in the 'c' <u>wing</u> of the building. ....

3. (a) The aeroplane will <u>land</u> at 9.00 pm. sharp. ....

   (b) He owns 10 acres of <u>land</u>. ....

4. (a) The <u>head</u> of the institution was on leave. ....

   (b) He bent his <u>head</u> down with chin. ....

3. Read the following sentences carefully, underline the verbs and find out the tenses in the sentences.

(a) The sun was now ascending the sky.

(b) Still they took no notice of him.

(c) She is standing on a little high hump on the plateau.

(d) He leaned out eagerly.

(e) He just felt dizzy.

Adverb

An adverb is a word that tells us something more about a Verb, an Adjective, or another Adverb.

About a Verb : He runs **fast**.

The girls sang **sweetly**.

Suddenly the baby started crying.

About an Adjective : This chain is **very** sturdy.

The tea is **too** hot.

About another Adverb : You should run **very** fast.

About a Phrase or Sentence : Unfortunately, your answer is incorrect.

Adverbs give us information about :

Place, for example, Go **there**, come **in**.

Time, for example, I will do my homework **tomorrow**.

I need a pencil **now**.

Manner or the way something is done, for example,

Read **slowly**, write **well**

Degree, for example, the water is **too** cold.

Many adverbs end with –ly, such as 'slowly', actually, surprisingly etc. Like adjectives, adverbs can also be used in comparative and superlative degree forms. Examples :

- He spoke most impressively.
- They danced **more** gracefully.

- **Passive :**

Many actions involve two people/things – one that performs the action and one that is affected by the action.

Example : *Sonali ate the mango*.

Here, the action of eating involves Sonali (who eats) and the mango (which gets eaten). Sonali is the subject and 'mango' is the object of the verb 'eat'. When you want to talk about **who performed** the action, the **doer** of the action is the **subject**.

Sometimes, you want focus on the object – the thing affected by the action. Then you make it the subject of that sentence.

Example : *The mango* was eaten.

You **may or may not mention the doer** – here, Sonali or the person who ate it. This is **passive construction** or **passive voice**. In this type of construction, the thing affected by the verb is the **subject** of the sentence, the verb is in the **passive form (be + past participle),** and the **'doer'** of the action **may or may not be mentioned.**

In the following examples of passive voice, the 'doer' of action is not mentioned.

Examples : • The plants are **pruned**.

- A cup of tea **is offered** to any guest ...
- Many anecdotes, related to Mark Twain, **are told** ...

If we wish to mention the 'doer' in passive sentences, we mention it by adding 'by' before it.

Example : This pen *was given* to me *by* my Aunt.

Note that only transitive verbs can be used in the passive voice.

Form Filling

Form filling is a skill. It is a functional skill and a life skill. Today, a big amount of data is collected offline and online through forms. From a tedious task to an interesting task, the online tools have made form filling a unique experience. We will see how offline and online forms are filled and what steps are followed and what care is taken while filling the forms.

Preparing for the form filling process

- Gather all the essential information. (personal, professional, educational etc.)
- Verify names, addresses, references, contact details to be entered.
- Know the information not to be provided.
- Get a template and create a model form.

Filling out the Offline Forms

- Offline forms are filled in person.
- Some forms are OMR (Optical Mark Recognition) and need to be filled in using lead pencil only. Some forms are asked to be filled in using black ink only.
- Write neatly and legibly.
- Use a blank template or photocopy of the form to avoid messing up with the original form.
- Read the form fully before starting to write.
- Gather all essential information.
- Keep the copy of documents to be attached handy.
- Complete every space in the form.
- Proofread everything that you have written.
- Sign the documents to be attached and write the purpose of application under your every signature.
- Do not staple your photographs, use adhesives.
- Sign at places only if it is asked.

Filling out the Online Forms

- Online forms are filled using a computer or a mobile.
- Good data connectivity (internet) is the prerequisite for filling online forms.
- Use a blank template or printout of the form to avoid time delays.
- Read the form fully before starting to fill it up.
- Gather all essential information.
- Scan and save the copy of documents, photographs, signature to be attached in small size. (around 10KB to 100 KB size)
- Fill in all the mandatory fields in the form, marked with *
- If something is not applicable to you, mark spaces as NA or 0 (zero).
- Attach photos, signatures, pdf or jpeg images wherever asked.
- Proof read once again before submitting.
- Never submit your password online.
- Never click 'Remember' button while filling forms.
- Do not disclose sensitive info like your bank details, credit card details unless the page is secured. (A green lock sign appears in address bar of secured pages)
- Do not get redirected to phishing sites or fake sites.
- Go back if you see a red warning message.
- Do not go back else there is danger of losing data.
- Click Submit button only if you are sure.

(a) Collect samples of Railway Reservation form, In-patient Admit form, admission form of Central Admission Procedure for 11th, SSC Board Examination form, Personal Particulars form and practise filling it.

(b) Share your filled in forms with peers in your group.

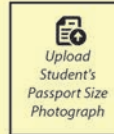
(c) Visit irctc.co.in and redbus.in websites/apps and try filling in the forms online.

(d) Create a Personal Particular for your class with support from your teacher and collect personal and educational information.

(e) Request your friends in your class and school to fill your slam-book.

(f) Visit www.forms.google.com and create your own form online. Send it to your contacts on Gmail and collect answers.

Admission Form

Upload Student's Passport Size Photograph

Student's Name: ____________ (First Name)* ____________ (Middle Name)* ____________ (Surname)*

Father's Name: ____________ (First Name)* ____________ (Middle Name) ____________ (Surname)*

Mother's Name: ____________ (First Name)* ____________ (Middle Name) ____________ (Surname)*

Admission Sought to Class* [Select ▼]   Need Transport Facility ☐ Yes ☐ No

Student's Details

Address*: ____________

Medical History (If Any): ____________

Name of the Last School Attended*: ____________

Date of Birth*: [DD ▼] / [MM ▼] / [YY ▼]

and Passed Class*: ____________

Place of Birth*: ____________

Skills/ Talents of the child: ____________

*Fields marked * are mandatory.*

[NEXT]

Admission Form

Parents' Details

Father's Qualification*: ____________   Occupation*: ____________

Mobile No.*: ____________   E- mail: ____________

Mother's Qualification*: ____________   Occupation*: ____________

Mobile No.*: ____________   E- mail: ____________

Name of Brother or Sister Schooling Here (If Any): ____________ Std: [Select ▼] Since: [YY ▼]

Required Documents

Upload the scanned copies of the following documents*:

1. Leaving Certificate
2. Marksheet
3. Birth Certificate
4. Aadhar Card

*Fields marked * are mandatory.*

[SUBMIT]

2.1 You Start Dying Slowly...

Warming up!

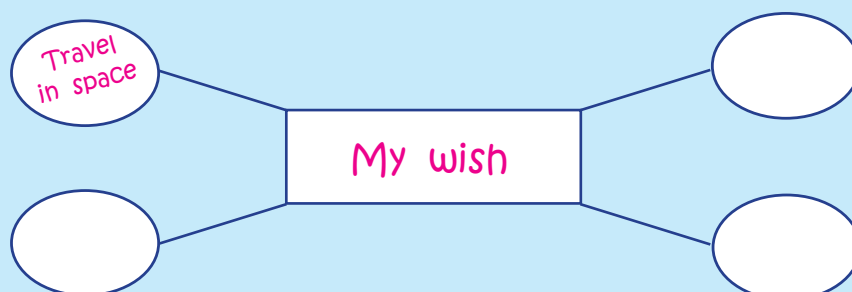
Chit-Chat

1. Assuming A, B, C, D, as speakers, ask the assigned questions in your group and discuss.

A	B	C	D
If you do not study well, what will happen?	If you wake up late on a working day, what will happen?	If you do not exercise regularly, what will happen?	If you eat too much of junk food, what will happen?
If you do not participate in school activities/ games	If you ignore a friend in need.		

2. Things I can do in my life

For my nation	For my family	For my friends	For old people	For the needy	For myself
Keep my locality clean	....	....	....	....	....
....	....	wait	....	....	....
....	care	....	help	....	....
....	....	....	....	share	pray

3. Complete the following web and write a paragraph.

You Start Dying Slowly...

- **dying slowly :** losing hope of a happy future

✦ What things can lead to a slow death?

- **self-esteem :** a feeling of being happy with your own character and abilities, self respect

Think, discuss and answer.

✦ What is it that makes life worth living? Give four points.

- **turbulent :** unsteady
- **glisten :** shine, sparkle

✦ The poet has left the last stanza incomplete. What line will you add to complete it?

- **sensible :** wise, full of common sense

If you do not travel,
If you do not read,
If you do not listen to the sounds of life,
If you do not appreciate yourself.
You start **dying slowly**...

When you kill your **self-esteem**;
When you do not let others help you.
You start dying slowly...

If you become a slave of your habits,
Walking everyday on the same paths…
If you do not change your routine,
If you do not wear different colours
Or you do not speak to those you don't know.
You start dying slowly...

If you avoid to feel passion
And their **turbulent** emotions;
Those which make your eyes **glisten**
And your heart beat fast.
You start dying slowly...

If you do not change your life
when you are not satisfied with your job,
or with your love,
If you do not risk what is safe, for the uncertain,
If you do not go after a dream,
If you do not allow yourself,
At least once in your lifetime,
To run away from **sensible** advice…

– Pablo Neruda

ENGLISH WORKSHOP

1. Read the different messages in the poem given below. Choose the one that suits this poem, best.

(a) Face life whatever it may give you.

(b) Fulfil all your dreams and unfulfilled desires.

(c) Be yourself and do what your heart tells you.

(d) Accept all possible changes or risks that you have taken.

(e) Keeping your self-esteem intact, just try to relax in life.

2. State the following :

(a) Theme/Central idea of the poem.

....

....

....

(b) Line that provides evidence of the theme.

....

....

....

(c) Three characteristics, from the poem, that make a person dull and uninteresting.

....

....

....

3. Pick out four Adjectives from the poem and write them down with the nouns they describe.

(1) .... (2) .... (3) .... (4) ....

4. Compare the structure of the poem, 'You start dying slowly to the poems in Unit One (1.1 and 1.3) To which poem does the structure match? ....

What differences do you notice in the other ones. Note them down.

(1) ....

(2) ....

(3) ....

(4) ....

5. What expression is repeated in the poem? How many times? Why do you think the poet emphasizes it?

....

....

....

....

6. Write the opposite of the following in the form of advice using different words and phrases.

(a) You do not travel ✕ you should travel, as much as you can.

(b) You do not appreciate yourself ✕ ....

(c) You kill your self-esteem ✕ you should keep up your self-esteem.

(d) You become a slave of habits ✕..........................

(e) You refuse to speak to strangers ✕..........................

(f) You do not change your life ✕..........................

(g) You refuse to take a risk ✕..........................

7. Go through the following steps and discuss in pairs about the facts mentioned in it. Write a paragraph using the points. Give another interesting title.

Living A Better Life

↓

Get rid of one bad habit at a time.

↓

Avoid negative thoughts. Be positive.

↓

Trust yourself. Love what you do.

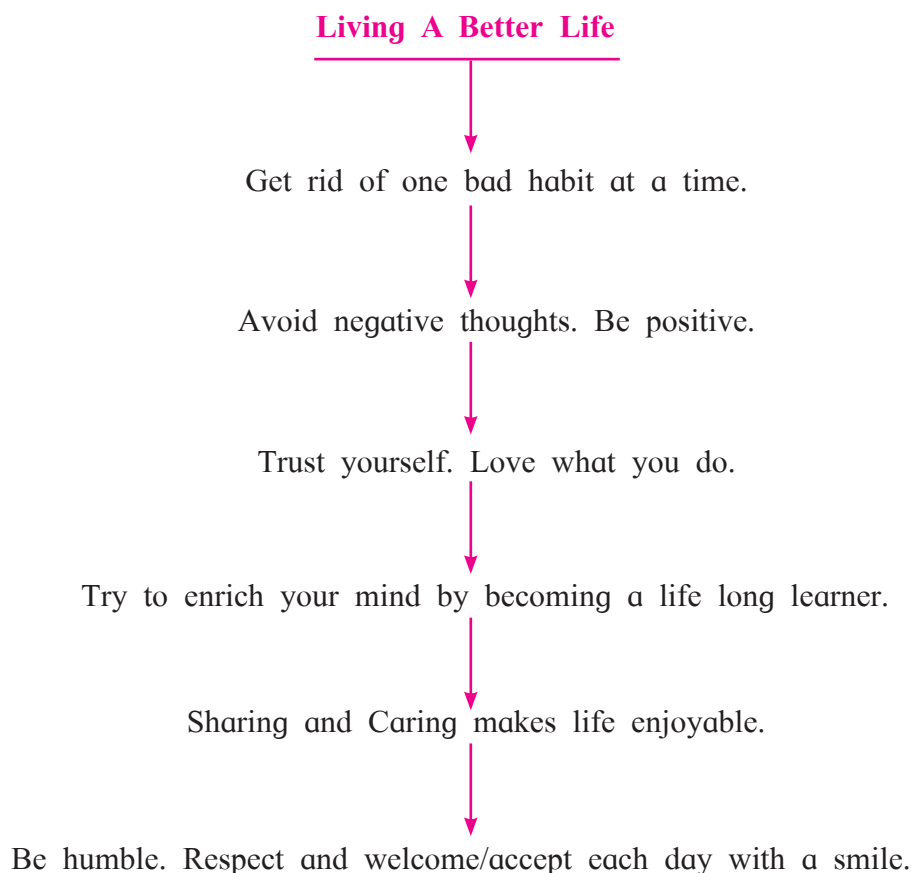
↓

Try to enrich your mind by becoming a life long learner.

↓

Sharing and Caring makes life enjoyable.

↓

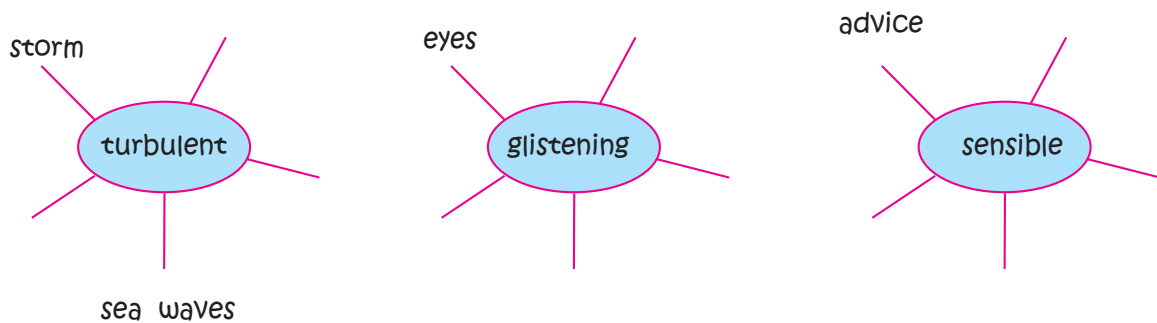
Be humble. Respect and welcome/accept each day with a smile.

8. Complete the following table with the things in your life which help you to change your habits and routine.

If I do this	I shall......
If I travel	....
If I read	....
If I change my bad habits	....
If I play continuously on a mobile phone	I shall miss the pleasures of playing outdoor games.
If I don't make friends	....

9. Everyone needs inspiration to move ahead or make progress in our life. There are some things which inspire us to live better. What are those things?

(a) Stories (b) .... (c) ....

(d) .... (e) .... (f) ....

10. Complete the web diagrams with words that go with their topics.

11. Write about a day when you felt very happy. Use the following questions to help you. Think/Recollect a day ....

Note down the points.

(1) Do you remember the exact day and date?

(2) Was it a special occasion or celebration?

(3) What happened on that day?

(4) How did you react to the things that happened on that day?

(5) How did other people react when they saw you were so happy?

(6) What did you do next?

(7) What happened in the end?

(8) Describe any other emotions you felt that day.

Now, with the help of the guidelines write a short paragraph of at least 100 words about that happy day. Give a suitable title for your narrative/write up.

12. Use internet or any book to write four inspirational or motivational quotes, related to the message/s in the poem.

(a) ....

(b) ....

(c) ....

(d) ....

2.2 The Boy Who Broke The Bank

Warming up!

Chit-Chat

- *'A lie can run round the world before truth has got its boots on.'*
  The above quotation expresses how fast rumours spread.
- Talk with your group about some recent rumour, when people believed at first and suffered for it, later.
- Also discuss, how one can decide whether some news is a fact or fake.
- Who, do you think, are responsible for spreading false news?
- Do you believe in all the news that you come across?
- Give one example of a rumour which seemed to be fact in the beginning, later it was proved false.

2. Read the following statements. Describe whether they are facts or rumours. Justify your decision.

Statements	Fact	Rumour	Explanation
1. Cow gives birth to a calf.			
2. In 2025 the sun will swallow the earth.			
3. You receive a message that you have won rupees five crores in a lottery.			
4. Bees beat their wings 270 times in a second.			
5. Many ships and aeroplanes have disappeared in Bermuda Triangle.			
6. Driverless cars are no more a dream.			
7. Sophia is world's first robot citizen.			
8. Ghosts dwell in banyan trees.			
9. Do not step out on a new moon day			
10. Aliens will conquer the earth.			

The Boy Who Broke The Bank

Ruskin Bond (1934) is an Indian author of British descent. He lives with his adopted family in Landour, in Mussoorie, India, The Indian Council for child Education has recognised his role in the growth of children's literature in India. He got the Sahitya Academi Award in 1992 for 'Our trees still grow in Dehra!' He was awarded Padmashri and Padma Bhushan respectively in 1999, 2014.

- **grumbled :** showed ones critical attitude

- Name the characters of the story.
- Which action of Nathu shows his annoyance?
- How do you show your annoyance?

Nathu **grumbled** to himself as he swept the steps of the Pipalnagar Bank, owned by Seth Govind Ram. He used the small broom hurriedly and carelessly, and the dust, after rising in a cloud above his head settled down again on the steps. As Nathu was banging his pan against a dustbin, Sitaram, the washerman's son, passed by.

Sitaram was on his delivery round. He had a bundle of freshly pressed clothes balanced on his head.

'Don't raise such dust!' he called out to Nathu. 'Are you annoyed because they are still refusing to pay you an extra two rupees a month?'

'I don't wish to talk about it,' complained the sweeper-boy. 'I haven't even received my regular

pay. And this is the twentieth of the month. Who would think a bank would hold up a poor man's salary? As soon as I get my money, I'm off! Not another week I work in this place.' And Nathu banged the pan against the dustbin several times, just to **emphasize** his point and giving himself confidence.

'Well, I wish you luck,' said Sitaram. 'I'll keep a lookout for any jobs that might suit you.' And he **plodded** barefoot along the road, the big bundle of clothes hiding most of his head and shoulders.

At the fourth home he visited, Sitaram heard the lady of the house mention that she was in need of a sweeper. Tying his bundle together, he said; 'I know of a sweeper boy who's looking for work. He can start from next month. He's with the bank just now but they aren't giving him his pay, and he wants to leave.'

'Is that so?' said Mrs. Srivastava. 'Well, tell him to come and see me tomorrow.'

And Sitaram, glad that he had been of service to both a customer and his friend, **hoisted** his bag on his shoulders and went his way.

Mrs. Srivastava had to do some shopping. She gave instructions to the *ayah* about looking after the baby, and told the cook not to be late with the mid-day meal. Then she set out for the Pipalnagar market place, to make her **customary** tour of the cloth shops.

A large shady tamarind tree grew at one end of the bazaar, and it was here that Mrs. Srivastava found her friend Mrs. Bhushan sheltering from the heat. Mrs. Bhushan was fanning herself with a large handkerchief. She complained of the summer, which she affirmed, was definitely the hottest in the history of Pipalnagar. She then showed Mrs. Srivastava a sample of the cloth she was going to buy, and for five minutes they discussed its shade, texture and design. Having exhausted this topic, Mrs. Srivastava said, 'Do you know, my dear, that Seth Govind Ram's bank can't even pay its employees? Only this morning I heard a complaint from their sweeper, who hasn't received his wages for over a month!'

- **emphasize** : draw attention to
- **plodded** : walked heavily

✦ To whom did Sitaram talk about Nathu?

- **hoisted** : raised to a higher position
- **customary** : usual, habitual

✦ Why was Mrs. Bhushan uncomfortable?

'Shocking!' remarked Mrs. Bhushan. 'If they can't pay the sweeper they must be in a bad way. None of the others could be getting paid either.'

She left Mrs. Srivastava at the tamarind tree and went in search of her husband, who was sitting in front of Kamal Kishore's photography shop, talking with the owner.

'So there you are!' cried Mrs. Bhushan. 'I've been looking for you for almost an hour. Where did you disappear?'

'Nowhere,' replied Mr. Bhushan. 'Had you remained **stationary** in one shop, I might have found you. But you go from one shop to another, like a bee in a flower garden.'

- **stationary** : stable, not moving

'Don't start grumbling. The heat is trying enough. I don't know what's happening to Pipalnagar. Even the bank's about to go **bankrupt**.'

- **bankrupt** : without enough money to pay what you owe financially ruined.

'What's that?' said Kamal Kishore, sitting up suddenly. 'Which bank?'

'Why the Pipalnagar bank of course. I hear they have stopped paying employees. Don't tell me you have an account there, Mr. Kishore?'

'No, but my neighbour has!' he exclaimed; and he called out over the low partition to the keeper of the barber shop next door. 'Deep Chand, have you heard the latest? The Pipalnagar Bank is about to collapse. You'd better get your money out as soon as you can!'

✦ Which shop was just next to the photography shop?

Deep Chand who was cutting the hair of an elderly gentleman, was so startled that his hand shook and he **nicked** his customer's right ear. The customer yelped with pain and distress: pain, because of the cut and distress because of the awful news he had just heard. With one side of his neck still unshaven, he sped across the road to the general merchant's store where there was a telephone. He dialled Seth Govind Ram's number. The Seth was not at home. Where was he, then? The Seth was holidaying in Kashmir. Oh, was that so? The elderly gentleman did not believe it. He hurried back to the barber's shop and told Deep Chand: 'The bird has flown! Seth Govind Ram has left town. Definitely, it means a collapse.' And then he dashed out of the shop, making a **beeline** for his office and chequebook.

The news spread through the bazaar with the rapidity of forest fire. From the general merchant's it travelled to the shop, circulated amongst the customers, and then spread with them in various directions, to the betel-seller, the tailor, the free vendor, the jeweller, the beggar sitting on the pavement.

Old Ganpat the beggar, had a **crooked** leg. He had been **squatting** on the pavement for years, calling for alms. In the evening someone would come with a **barrow** and take him away. He had never been known to walk. But now, on learning that the bank was about to collapse, Ganpat astonished everyone, leaping to his feet and actually running at top speed in the direction of the bank. It soon became known that he had a thousand rupees in savings!

Men stood in groups at street corners discussing the situation. Pipalnagar seldom had a crisis, seldom or never had floods, earthquakes or **drought**; and the **imminent** crash of the Pipalnagar Bank set everyone talking and **speculating** and rushing about in a **frenzy**. Some **boasted** of their **farsightedness**, congratulating themselves on having already taken out their money, or on never having put any in; others speculated on the reasons for the crash, putting

- **nicked :** cut slightly

✦ Who did Deep Chand call a bird?

✦ Who was Mr. Shrivastava talking to?

- **beeline :** the direct route

Guess the meaning of :

- awful
- seldom
- rapidity of forest fire

- **crooked :** not straight
- **squatting :** occupying
- **barrow :** a cart
- **drought :** shortage of rainfall
- **imminent :** standing above others in quality or position
- **speculating :** chewing over
- **frenzy :** fury
- **boast :** show off
- **farsightedness :** longsighted

✦ Who surprised everyone and how?

- **indulged in :** took part in something

✦ What were the four rumours about Seth Govind Ram?

- **dilemma :** a difficult situation, a situation which makes problems
- **persuade :** make someone to believe

- **aggravated :** annoyed
- **placate :** stop someone from feeling angry

- **disgust :** hatred
- **hooligans :** bully
- **smote :** made a heavy blow with a tool

it all down to excesses **indulged in** by Seth Govind Ram. The Seth had fled the State, said one. He had fled the country, said another. He was hiding in Pipalnagar, said a third. He had hanged himself from the tamarind tree, said a fourth, and had been found that morning by the sweeper-boy.

By noon the small bank had gone through all; its ready cash, and the harassed manager was in a **dilemma**. Emergency funds could only be obtained from another bank some thirty miles distant, and he wasn't sure he could **persuade** the crowd to wait until then. And there was no way of contacting Seth Govind Ram on his houseboat in Kashmir.

People were turned back from the counters and told to return the following day. They did not like the sound of that. And so they gathered outside, on the steps of the bank shouting 'Give us our money or we'll break in!' and 'Fetch the Seth, we know he's hiding in a safe deposit locker!' Mischief makers who didn't have a paisa in the bank, joined the crowd and **aggravated** their mood. The manager stood at the door and tried to **placate** them. He declared that the bank had plenty of money but no immediate means of collecting it; he urged them to go home and come back the next day.

'We want it now!' chanted some of the crowd. 'Now, now, now!'

And a brick hurtled through the air and crashed through the plate glass window of the Pipalnagar Bank.

Nathu arrived next morning to sweep the steps of the bank. He saw the refuse and the broken glass and the stones cluttering the steps. Raising his hands in a gesture of horror and **disgust** he cried: '**Hooligans**! Sons of donkeys! As though it isn't bad enough to be paid late, it seems my work has also to be increased!' He **smote** the steps with his broom scattering the refuse.

Good morning, Nathu,' said the washerman's boy, getting down from his bicycle. 'Are you ready to take up a new job from the first of next month?

You'll have to I suppose, now that the bank is going out of business.'

'How's that?' said Nathu. 'Haven't you heard? Well you'd better wait here until half the population of Pipalnagar arrives to claim their money.' And he waved cheerfully he did not have a bank account and sped away on his cycle.

Nathu went back to sweeping the steps, muttering to himself. When he had finished his work, he sat down on the highest step, to await the arrival of the manager. He was determined to get his pay.

'Who would have thought the bank would collapse!' he said to himself, and looked thoughtfully into the distance. 'I wonder how it could have happened …

- Who was the last to know about the Pipalnagar Bank going bankrupt?

Discuss and share.

- How are rumours spread? Are the rumours harmful? Why?/Why not?

ENGLISH WORKSHOP

1. Who am I? (Identify the character from the extract.)

(a) I am the washerman's son. Who am I? Sitaram

(b) I am the owner of the bank, who am I? ....

(c) I am the sweeper, who am I? ....

(d) I am the friend of Mrs. Srivastava, who am I? ....

(e) I am the hair dresser. Who am I?

(f) I have a crooked leg, who am I?

2. Make a list of customers of Pipalnagar Bank, from the extract.

....

....

3. Match the following and write the complete meaningful sentences.

	Group A		Group B
i.	Sitaram was looking out for any job...	(a)	holidaying in Kashmir.
ii.	According to Mrs.Bhushan...	(b)	to go home and come back the next day.
iii.	Govind Ram was...	(c)	that might suit Nathu.
iv.	The manager told the customers...	(d)	it was the hottest summer in the history of Pipalnagar.

4. Write who said to whom.

(a) "Don't raise such dust!"

(b) "Who would have thought the bank would collapse!"

(c) "Where did you disappear?"

(d) "The bird has flown!"

5. Why was the Manager of the Bank in a dilemma? Write down in 5 to 6 lines in your notebook.

6. Cross out the odd man.

(a) sweeper, hooligan, beggar, declare, locker

(b) hurriedly, carelessly, salary, definitely, suddenly

(c) imminent, latest, pavement, awful, shocking

(d) morning, scattering, raising, collecting, shouting

7. Find the describing words for the following from the text.

- .... tour
- .... shop
- .... window
- .... leg

8. Complete the following table.

Verb	Noun	Adjective	Adverb
....	payment	....	....
×	....	....	suddenly
declare	....	....	....
....	....	cheerful	....

9. Write in your own words a few sentences about each of the following :

(a) Nathu

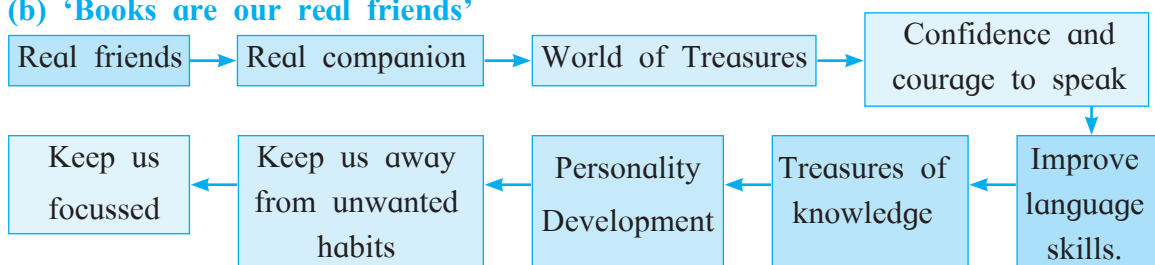
(b) Mrs. Shrivastava

(c) Seth Govind Ram

(d) Sitaram

10. Expand the theme in a write-up of about 20 lines.

(a) 'Rumours are spread by fools and accepted by greater fools'.

(b) 'Books are our real friends'

11. Project : Collect the names of books written by Ruskin Bond.

Language Study

1. I know of a sweeper boy <u>who's looking for work</u>.

Observe the underlined part of the sentence. It tells us more about the sweeper boy. An adjective clause begins with words such as how, that, what, whatever, who, which, where, why etc.

Now, complete the sentences given below using your own adjective clauses.

- I know of a school boy ....
- I know the joke ....
- I know of a doctor ....
- I know of a place ....
- I know the reason ....

2. Rewrite the following sentences joining them with 'when', where', 'which', 'why'.

(a) Sitaram had a bundle of freshly pressed clothes. He balanced it on his head.

(b) A large shady tamarind tree grew at one end of the bazaar. Mrs. Srivastava found her friend Mrs. Bhushan there.

(c) The Pipalnagar Bank has stopped paying employees. It is about to collapse.

(d) He had finished his work. He sat down on the highest step.

Tense is the form of a verb which shows the time at which an action takes place – the Past (She **went**) the Present (She **goes**) and the Future (She **will go**)

Verb forms show both tense (past, present, future) and aspect (perfect, progressive). The progressive (continuous) aspect is formed by using 'be + v – ing' (They **are/were** go**ing**). The perfect aspect is formed by using 'have + v-ed/-en' (They have/had gone) .

The Present Tense

Simple Present	:	I **go** home. She **goes** home.
Present Progressive	:	I **am** going. They **are** going.
Present Perfect	:	He **has** gone. They **have** gone.
Present Perfect Progressive	:	He **has been** going. They **have been** going.

The Past Tense

Simple Past	:	She **went.** They **went.**

Past Progressive	:	**I was** going.
		We **were** going.
Past Perfect	:	We **had** gone.
		He **had** gone.
Past Perfect Progressive	:	I **had been** going.
		They **had been** going.

The Future Tense

Simple Future	:	I **will** go.
		You **will** go.
Future Progressive	:	We **will be** going.
		She **will be** going.
Future Perfect	:	He **will have** gone.
Future Perfect Progressive	:	I **will have been** going.
		They **will have been** going.

Subject verb agreement

The appropriate form of the verb is to be used according to the subject. In the simple present tense, -s/-es will be added to the verb, only when the subject is third person singular. Read the following.

I/me/you/they **want** a pen.

He/she **wants** a pen.

He/she **goes** home in time.

Similarly, the form of the auxiliary verb will have to be used according to the subject, in present progressive, past progressive, present perfect, etc. Read the following :

I **am** writing an essay.

We **are** writing an essay.

He/she **is** writing an essay.

I **have** written an essay.

He/she **has** written an essay.

I **was** writing an essay.

We **were** writing an essay.

2.3 The Twins

Warming up!

Chit-Chat

1. Two babies born at the same time are called twins. Guess and share who are :
   - triplets
   - quadraplets
   - quintiplets
2. Imagine you had an identical twin (brother or sisiter). Imagine and share with your classmates what pranks you two would play on your friends, elders in the family and even in school.

1. Study the following pairs or groups of words. Cup and saucer/needle and thread/ birds and beasts/take a risk/sip tea or coffee/hide and seek etc.
   These are sets of words that more than often go together and occur together. We call such sets **Collocation**.
   Insert the proper words from the bracket to form collocations.
   (a) afford (b) time (c) defeat (d) clothes (e) owners (f) necessary (g) role
   (h) interview (i) morning (j) cold
   (a) absolutely ....
   (b) cannot ....
   (c) formal ....
   (d) job ....
   (e) pass ....
   (f) accept ....
   (g) early ....
   (h) catch a ....
   (i) leading ....
   (j) joint ....
2. Exaggeration or overstatement often causes humour. For example, She is thin as a pin.
   - He has a pea-sized brain
   - My shoes are killing me.

   When such exaggerated lines occur in poetry, they are examples of the Figure of Speech; **Hyperbole**.
   Complete the following examples of Hyperbole using words from the bracket below.
   (a) She wept .... of tears.
   (b) The hungry man ate a .... of food.
   (c) He runs faster than a ....
   (d) Brrrr..! I am freezing to ....
   (e) I shall come over in just a ....
   (horse/lion/death/an ocean/ton/second/help)

The Twins

- **form and feature:** structure and appearance
- **taking :** (here) mistaking
- **kith and kin :** relatives
- **pitch :** limit, height

✦ In what aspects were the brothers alike?

In **form and feature**, face and limb,
I grew so like my brother,
That folks got **taking** me for him,
And each for one another.
It puzzled all our **kith and kin**,
It reached a fearful **pitch**;
For one of us was born a twin,
Yet not a soul knew which.

- **decree :** order
- **whim :** a sudden change of mind
- **christened :** name given to a baby at the naming ceremony

✦ What name did the speaker get?

One day, to make the matter worse,
Before our names were fixed,
As we were being washed by nurse,
We got completely mixed;
And thus, you see, by fate's **decree**,
Or rather nurse's **whim**,
My brother John got christened me,
And I got **christened** him.

- **fatal :** leading to disaster or death
- **dogged :** continued to follow
- **flogged :** beaten up

✦ How did the speaker suffer at school?

This **fatal** likeness even **dogged**
My footsteps, when at school,
And I was always getting **flogged**,
For John turned out a fool.
I put this question, fruitlessly,
To everyone I knew,
'What would you do, if you were me,
To prove that you were you?'

Our close resemblance **turned the tide**
Of my domestic life,
For somehow, my intended bride
Became my brother's wife.
In fact, year after year the same
Absurd mistakes went on,
And when I died, the neighbours came
And buried brother John.

- Henry Sambrooke Leigh

- **turned the tide:** changed the situation

✦ What is impossible in the last two lines?

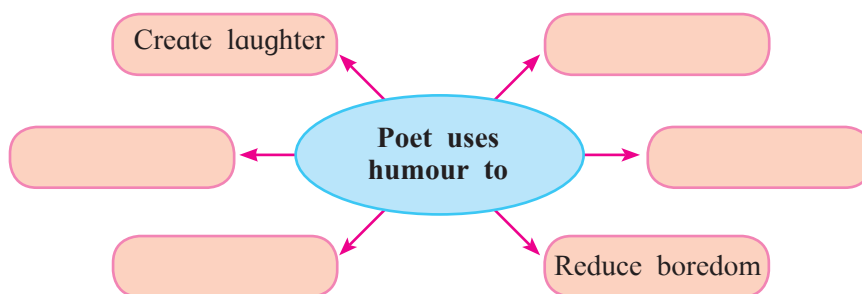
ENGLISH WORKSHOP

1. Rewrite putting the mistakes in the speaker's life, in their proper order.

(a) The speaker got beaten-up, often, at school.
(b) The speaker's bride became his brother's wife.
(c) The speaker desparately asked for guidance.
(d) No one in the family could distinguish between the twin-babies.
(e) At the naming ceremony wrong names were given to the two twin brothers.
(f) Even in death, the twins were not spared during burial.

2. Pick out four situations in the lives of the twins, which are too absurd and senseless to believe.

(1) .... (2) .... (3) .... (4) ....

3. (A) Complete the web diagram.

(B) Write any two lines from the poem, that you find most humorous.

(i) ....

(ii) ....

4. Pick out lines that contain :

- Alliteration (a) ....
  (b) ....
  (c) ....
- Pun (a) ....
  (b) ....
- Hyperbole (a) ....
  (b) ....

5. Pick out from the poem sets of words that generally go together.

For example, kith and kin.

(a) ....

(b) ....

(c) ....

(d) ....

6. Write in your notebook, the summary of this poem in about 15 to 20 lines in your own words.

You can suggest another humourous title.

7. Write an Appreciation of the poem with reference to all the points mentioned on Page 5.

2.4 An Epitome of Courage

Warming up!

Chit-Chat

A Strange Truth – 'Handicapped are those who refuse to take up challenges, even with all their senses and physiology in perfect condition.'

- Understand and discuss the above truth.
- How can you encourage such people to change and become confident? Discuss at least 4 to 5 ways you can do the above.

1. There are pleasant and polite ways of referring to people with physical and mental disabilities. Fill in the table below :

	Previously used Term		New Polite Terms
1.		(a)	Visually challenged
2.	Deaf	(b)	....
3.	....	(c)	Speech impaired
4.	mad	(d)	....
5.	lame	(e)	....

2. Read the beginning and complete the story in your own words :-

   Sumit, the son of a shoe maker, was a highly intelligent student in a municipal school. His Maths teacher called him 'Einstein', for he was brilliant in Maths. He loved Maths. Sumit wanted to study further after SSC, however he suffered from Polio and .....

   Now, continue the story with a favourable/positive ending.

   ....

   ....

   ....

   ....

   ....

   ....

   ....

   ....

   ....

   ....

   ....

   ....

   ....

   ....

An Epitome of Courage

- **mourn** : feel sorry for
- **exemplary** : worth of imitation and admirable
- **hailed** : acclamied
- **epitome** : a very fine example of something
- ✦ What did Stephen Hawking's parents fail to know about him?
- ✦ What is courage?
- ✦ Where was Stephen Hawking sent for studying mathematics?
- **cosmology** : study of origin and development of the Universe
- **quirk of fate** : unexpected change of destiny
- ✦ What happened when he was seventeen?
- **clumsy** : awkward, incompetent
- **perplexed** : full of difficulty/confused
- ✦ What did his family doctor diagnose?

(*We often tend to hide behind our weaknesses, disabilities, handicaps.... or* ***mourn*** *over them our whole life through. Dr Stephen Hawking, one of the greatest scientists of this century, did not do so. Inspite of suffering from a very rare and dreaded disease, Dr Hawking continued his research undaunted. His* ***exemplary*** *courage should inspire us to do our best even under trying circumstances. He passed away on March 14, 2018.*)

Exactly 300 years after the death of the great scientist Galileo, Dr Stephen Hawking was born in Oxford, London on the eighth day of January 1942. Little did his parents know that one day their little boy would be **hailed** as one of the greatest scientists of this century. Neither could anybody imagine that his mind would soar up into space like light. More importantly, none could predict that he would be the very **epitome** of courage.

Courage is a wonderful thing. It is that quality, which makes people not lose heart when faced with a great calamity. It would not be an exaggeration to say that Dr Stephen Hawking, a living legend of **Cosmology**, is the very personification of courage and hope. Except his mind, his whole body is bound to a wheelchair, thanks to a cruel **quirk of fate**. Yet, he is one of the greatest scientists of this century.

An average child, Stephen grew up to be a normal teenager, full of mischief and lots of love for music and mathematics. Even though his father wanted him to study medicine, he was bent on studying mathematics. The University of Oxford, at that time, did not have a course in mathematics so he opted to study physics instead.

At the age of 17, Stephen started noticing that he was becoming increasingly **clumsy** and even fell down a couple of times, for no reason. This **perplexed** him and he went to see his family doctor, who diagnosed him as suffering from an extremely rare disease - ALS or LOU Gehrig's disease that affects the nervous system and eventually weakens all the

muscles of the body. Stephen says that even as a child, his muscle co-ordination was nothing to write home about. He recollects that his handwriting would send his teacher into a **fit of frenzy**. Nor was he inclined towards sports. Nevertheless, this disease came as **a bolt from the blue**.

How much time he had left on this planet was very uncertain. The **prognosis** was bad and the doctors said they could not do much. **Undaunted**, Stephen decided to continue his research and even got engaged to a Jane Wilde. Hawking says that, ironic as it may sound, it is at this dismal stage, he began enjoying life the most. This he says was because he started living life for the moment and continued his doctoral research work with renewed vigour.

In the meanwhile, the disease worked its way into Stephen's body and left him disabled. He began studying the concept of "Black Holes", to get his Ph.D. By this time, he was **confined** to a wheelchair and was rapidly losing control of his hands and speech. The study of "black holes" sparked his imagination with bright ideas. He made many **epoch-making** statements that shook established theories. Scientists believe that the universe began with a "Big Bang". To explain this concept better, Stephen invented what is known as "Lie Algebra".

Though confined to a wheel chair with no control over his body save a finger and with a computer to help him express his thoughts. Dr Hawking is an authority on profound subjects of science. Numerous honorary doctorates and awards have been **bestowed on** him. He is a Fellow of The Royal Society

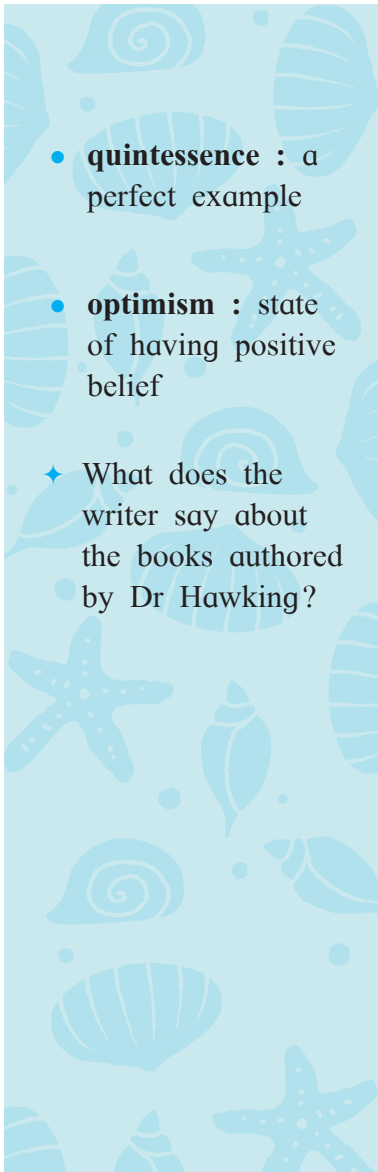
- **fit of frenzy :** great annoyance or a rage
- **a bolt from the blue :** a sudden unexpected shock or surprise
- **prognosis :** forecast of a future health condition
- **undaunted :** not afraid of misfortunes

✦ What did he study about to get his Ph.D.?

- **epoch-making :** of great importance at a particular restricted time
- **bestowed on :** granted as an honour
- **layman :** an ordinary person without any special skills or knowledge

Guess the meaning of :

- profound
- awesome ideas

✦ Inspite of no control on his body, how did Hawking express his ideas?

- **quintessence** : a perfect example
- **optimism** : state of having positive belief

✦ What does the writer say about the books authored by Dr Hawking?

and a Member of the US National Academy of Sciences.

In spite of being considered Einstein's equal in intelligence, Dr Hawking is a very humble man. A simple, down to earth man, he has authored many books dealing with his awesome ideas keeping a **layman** in mind. His writing is full of wit and humour. His style is so lucid that non-scientists can also understand him. His book, "A Brief History of Time" is one of the best selling books of our times.

On being asked, how he feels about having the dreadful ALS, Dr Hawking, the **quintessence** of **optimism** and hope, says, "Not very different from the rest. I try and lead as normal a life as possible, and not think about my condition or regret the things it prevents me from doing, which are not many."

Dr Hawking firmly believes that in the next millenium, science will discover the core secrets of the universe, its origin, its history and maybe even predict its ultimate demise.

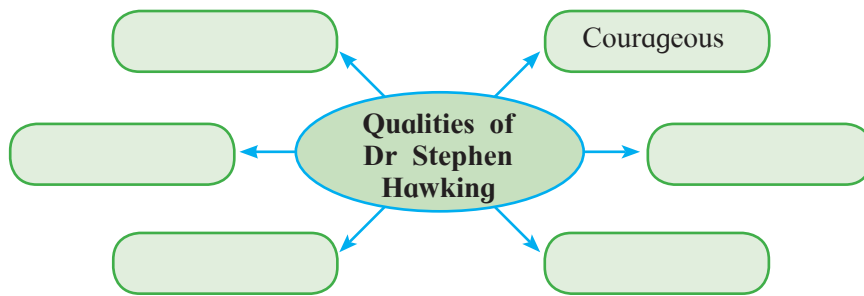
Like Dr Hawking, there are many people who display exemplary courage in their lives. Let us salute all those brave people, who in spite of being disabled strive to do their best.

ENGLISH WORKSHOP

1. Match the following.

	Group A		Group B
1.	Galileo	(a)	the concept which helped Stephen to get his Ph.D.
2.	Dr Stephen Hawking	(b)	music and mathematics.
3.	Black Holes	(c)	the greatest scientist of this century.
4.	Stephen's favourite subjects	(d)	the greatest scientist 300 years before Hawking.

(1) .... (2) .... (3) .... (4) ....

2. Complete the following web-chart containing the qualities of Dr Stephen Hawking.

3. Arrange the following statements according to the occurance in the life history of Dr Stephen Hawking.

(a) At the age of 17, Stephen noticed that he fell down a couple of times for no reason.

(b) He became a fellow of the Royal Society and a member of the US National Academy of Science.

(c) He believes that in the next millenium, science will discover the core secrets of the universe.

(d) Stephen was born on 8th January, 1942 and then grew up like an average child and a normal teenager.

(e) The disease worked its way into Stephen's body and left him disabled.

(f) Stephen decided to continue his doctoral research work with renewed vigour.

(g) Stephen was diagnosed with a rare disease - ALS or LOU.

(h) Though confined to a wheelchair he worked on computer and expressed his thoughts.

(1) .... (2) .... (3) .... (4) ....

(5) .... (6) .... (7) .... (8) ....

4. Homographs – Pairs of words that are spelled and pronounced the same, but have different meanings, in different contexts.

For example, • watch-observe • watch-device that shows time

Use the following words in two different contexts.

(a) couple .... couple ....

(b) mind .... mind ....

(c) space .... space ....

(d) sound .... sound ....

(e) left .... left ....

In your notebook, make pairs of sentences with any 3 of the above homographs.

5. Use the following words/phrases in your own sentences.

(a) quirk of fate

(b) confined to

(c) exaggeration

(d) an epitome of

(e) millenium

6. Expand the given themes-	**Make use of this support/hints**
(a) If you fall ill during your final exam	- First step/what to do support/help
(b) If you meet a disabled person who needs help	- Act/behave
	- Contact whom?
(c) If your friend is in trouble	- Gestures/Body language Patience/Tolerance
(d) If you meet a great person like Dr Stephen Hawking	- Plan/organise
	- Face/Handle/Overcome Succeed/accomplish

7. You happen to meet a successful person who is a disabled. Write an imaginary dialogue between you and him/her. You can take support of the hints provided.

(a) introduction/welcome/greetings

(b) congratulating/honouring

(c) cause/reason for the disability

(d) decision/plan/organisation/implementation

(e) idols in life

(f) parents/friends - support if any

(g) success stories/accomplishments

(h) conclusion/final message if any

Language Study

1. Complete the following Word Chain of adjectives.

(a) cruel → .... → .... → .... → ....

(b) Complete the following word chain of nouns.

medicine → .... → .... → .... → ....

(c) Complete the following word chain of verbs.

grow → .... → .... → .... → ....

(d) Complete the following word chain any way.

physics → .... → .... → .... → ....

2. (A) Convert the following to Exclamatory sentences of the same meaning.

(a) Dr Hawking is a very humble man.

(b) He was very clumsy.

(c) He was very simple and intelligent.

(d) Courage is a truly wonderful thing.

(B) Convert the following to Interrogative (Question) form.

(1) The prognosis was bad.

(2) Stephen decided to continue his research.

(3) There are many people who display exemplary courage.

(4) His mind would soar up into space like light.

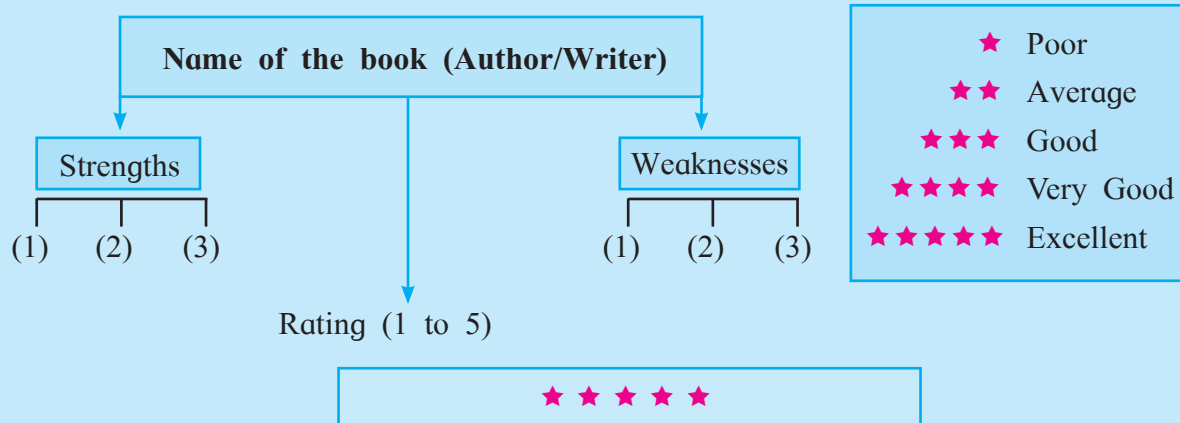
2.5 Book Review - Swami and Friends by R. K. Narayan

Warming up!

Chit-Chat

1. Form groups of 3 to 4 and share the following with your groups.

- Your favourite book
- Type of book (short stories/biography/thriller/adventure/science fiction/historical) etc.
- Author/Writer
- Main character
- Background (Time and place)
- Problem/dilemma
- Any special message

2. You have recently read a short story/novel/drama/science fiction/ghost-story. Write in short 3 of its strong points that made you like the book and 2 or 3 drawbacks it has. Fill them up in the tree-diagram given.

3. Determiners are words that modify a noun or noun phrase and occur before them in a sentence. Determiners provide a context to the noun they precede. They may be :-

- Articles - a, an, the
- Demonstratives - this, that, these, those, which etc.
- Possessives - my, your, our, their, his, her etc. my friend's, her mother's etc.
- Quantifiers - few, many, much, more, every, each, some etc.
- Numerals - one, four, hundred, first, fourth, hundredth

4. Underline only Determiners in the following.

   1. My brother bought a few magazines.
   2. What is your friend's name?
   3. Which writer was also the President of our country?
   4. These are some toys.
   5. These toys are new.
   6. That doctor is an expert dentist and he has many patients.

Book Review - Swami and Friends by R. K. Narayan

A little bit about the book...

Anything I mention about the book can be mistakenly understood as 'spoilers', so I would rather give a glance into the book without mentioning any events or plots of the story.

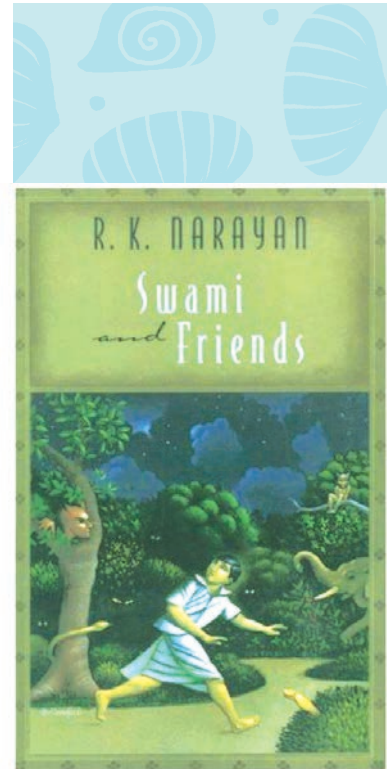
Swami is a mischievous little kid of about 10 years old and living in the era where India was under the British rule... Like most kids of that age, Swami is a kid who cannot stay at one place and absolutely hates school, even worse Mathematics. School is his absolute **nightmare**. Anyway the story unfolds around the happenings of this kid and how he constantly gets into trouble and gets a good beating from his father.

Swami is a talkative little kid and thinks that's his way of facing life, talking himself out of everything. But he does learn the truth the harsh way. As many teens back then, all he wants to do is play under the sun, kick something, climb a tree, break something and **harass somebody** (unlike kids today!!!). This, in fact, was (and in most parts of India, still is) the life of a typical boy growing up. Technology isn't big in a kid's life. All they want is **to play havoc**!!!

In what ways is Swami a typical boy in his growing years?

In this regard, Narayan gets deeply into the workings of Swami's ten year old mind, explaining **exquisitely** how he thinks and what his **perspective** of the world is. The reader does feel like Swami and gets very attached with the character as the story progresses. That's the magic of Narayan.

Significance of the book...

'Swami and Friends' by R. K. Narayan is not merely an interesting read that could be enjoyed from top to bottom, but the work attributes a lot of literary values even if it is a teen book.

- ✦ Find out what are 'spoilers' in a dictionary.
- **nightmare :** a very frightening experience
- ✦ What is the most striking quality of 10 year old Swami?
- **harass somebody :** trouble
- **to play hovoc :** to prevent normal function and cause damage
- **exquisite :** in a pleasing manner
- **perspective :** point of view

✦ What does the review say about R. K. Narayan's style and language?

- **technical jargon:** words used by particular professionals, that others fail to understand
- **encompasses :** circles around
- **sensitive :** quick to understand feelings of others

'Swami and Friends' is a good read for the kids and teens alike. Also the book is widely used in the Asian continent as a study text for the students who study literature as a subject at schools. This does not mean that the book is filled with heavy grammar and **technical jargon**. Actually the truth is in contrary to this.

Swami and Friends is written in such simple English it is hard to imagine that it is a work of such a literary genius like R. K. Narayan. The English used in the book is both plain and simple, without any troubling words for the kids. Also the use of simple and short sentences adds to the simplicity of the book.

It is mentioned in the description that the book is about a mischievous ten year old Indian boy, and some parents may be concerned about the influence this will have on their already mischievous children. But the book is as such, that it **encompasses** the mischief of the kids in a view of the kid which is harmless and pure in his perspective. Also amidst all the mischief and naughtiness, we actually find that Swami is a loving and a tender kid who's actually very sensitive. It is also a known fact that mischievous kids are the most **sensitive** and loving people of all. And R. K. Narayan does a great job conveying that to all of us.

So in conclusion it can be said that this book is a good read for children of all ages, who may just enjoy a good read or who may want to improve their English skills.

About the author...

The author of 'Swami and Friends' is India's one of the greatest authors of all time, R. K. Narayan.

R. K. Narayan is responsible for many of the outstanding literary works India has ever produced. And this book in particular captures the **essence** of India under British ruling and the mind and life of a typical teenage kid.

Other great works by Narayan include –

‘Malgudi Days’, ‘The Guide’, ‘The Painter of Signs’ and many more literary works such as ‘The Ramayana’ : A Shortened Modern Prose Version of the Indian Epic and ‘The Mahabharata’ : A Shortened Modern Prose Version of the Indian Epic.

Go take a look at them if you are interested.

- ✦ What are the two advantages of reading this book?

- **essence :** spirit

ENGLISH WORKSHOP

1. **Refer to the story ‘The Boy who Broke the Bank’ (Lesson 2.2) by Ruskin Bond. Read it carefully and write a Review of the same, keeping the following points in mind.**

   (a) Name of Story and Writer/Author
   (b) Type of story
   (c) Background and setting (Time and Place)
   (d) Main characters
   (e) Problem faced
   (f) Language used
   (g) What you liked about the story
   (h) What you did not like about it
   (i) Your general opinion of the story

2. **Look inside your thinking hat.**

   Read the evidence/sentences given below and offer a possible explanation of what happened in this house? Make up some questions to gather more information.

   Now collect all your evidences and write a story in your notebook. Give a suitable title.

3. Identify the new words and phrases which seem to be important, in the review. Try to guess their meaning from the context. You can use a dictionary to confirm it. Fill up the table.

Word	Meaning conveyed	One Synonym/ Antonym	Word Class	Other forms	Translation in Mother tongue
1. mischievous	naughty but innocent	Synonym- naughty, troublesome Antonym- good and well-behaved	Adjective	mischief mischievously	शरारती (Hindi) खोडकर (Marathi)
2.					
3.					
4.					
5.					

4. (A) Find from the lesson the Noun forms of :

(a) happen .... (b) true ....

(c) simple .... (d) conclude ....

(B) Find Verb forms of :-

(a) hatred ....
(b) thought ....
(c) meaning ....
(d) improvement ....
(e) description ....
(f) attribution ....

(C) Find Adjective forms of :-

(a) talk ....
(b) interest ....
(c) purity ....
(d) technique ....
(e) literature ....

Tips For Reading, For A Review (Guidelines)

Skimming - (While you read for a review you should know –

(a) What is the title/text/content?

(b) What exactly is to be read? (Selectivity)

(c) What support/related resources/references/help is to be generated or found?

(d) What will you search to get complete details/associated ideas?

(e) Use technology if required (web, e-books, gazettes) to correlate the content that is read.

Scanning - We might use scanning to –

(a) Look up for meanings of related words/phrases/novel ideas.

(b) Find exact associations or inter-relationship of words.

(c) Check perfection in the start and finish time, while reading.

(d) Identify the exact sequence of ideas and occurence of events.

(e) Use technology if required (web, e-books, gazettes) to correlate the content that is read.

Project - (A Book Review)

Write a complete review on any book that you have read recently. Use the following points for your Book Review.

(a) Introduction (b) Selectivity of contents

(c) Subject/Title Apporpriacy

(d) Sequence of Contents (e) Language Appropriacy/Type

(f) Good Points/Novelty in the book.

(g) Advantages/Scope of the book. (if any)

(h) Demerits/Shortcomings (if any)

(i) Message/Opinion/Views (Personal)

(j) Conclusion (in short)

2.6 World Heritage

Warming up!

Chit-Chat

1. I can talk about the world :-

   Form groups of 6 to 8 students. Each group should select any one Continent and share the following information about each.

   1. Important cities
   2. Sight-seeing places of tourist interest
   3. Food speciality-cuisine
   4. Wild life
   5. Different types of region and vegetation.
   6. Human life.

   Now each group representative from the previously formed groups, should narrate the information to the class, using proper attractive sentences.

2. Prepare a Travel Brochure or Leaflet of your native place or any town/historical place/hill station to attract tourists using the points below.

Nearest Railway Station

....

Nearest Air Port

....

Nearest Bus Stand

....

Top five spots to visit

....

....

....

....

....

Special features of this spots

- ....
- ....
- ....
- ....
- ....

Have Fun! Entertainment

- ....
- ....
- ....
- ....
- ....

Mouthwatering/ special cuisine

....

....

....

....

Other nearby sight-seeing spots

....

....

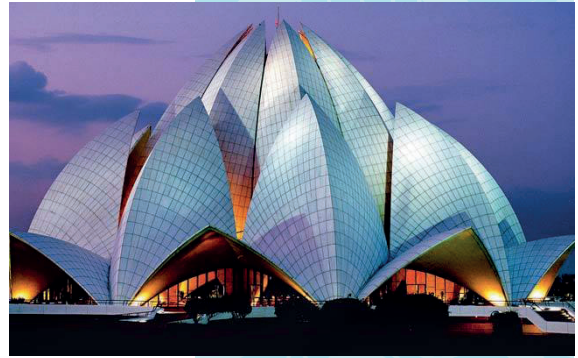
....

....

HAPPY JOURNEY!

Contact : N-joy Travels

+91-1234567890/email : njoy@travels.com

World Heritage

A World Heritage Site is a site determined by the United Nations Educational, Scientific and Cultural Organization (UNESCO) to have significant cultural or natural importance to humanity. As such the sites are protected and maintained by the International World Heritage Programme which is administered by the UNESCO World **Heritage** Committee. Because World Heritage Sites are places that are significant culturally and naturally, they vary in type and include forests, lakes, monuments, buildings and cities.

World Heritage Sites can also be a combination of both cultural and natural areas. For example, Mount Huangshan in China is a site with significance to human culture because it played a role in historical Chinese art and literature. The mountain is also significant because of its physical landscape **characteristics**.

HISTORY OF WORLD HERITAGE SITES

Although the idea of protecting cultural and natural heritage sites around the world began in the

- What significant aspects should a world heritage site have?
- **heritage** : that which is valued because of historical/natural/cultural importance
- ✦ What do world heritage sites include?
- **characteristics:** distinguishing features or qualities

- **artefacts :** any objects made by a human being
- **scores of :** plenty of, many of
- **dismantling :** disassembling, pulling down

✦ Why did UNESCO launch an international campaign in 1959?

- **initiated :** began, started

✦ Why did a White House Conference in the United States call for a 'World Heritage Trust'?

✦ What does the World Heritage Committee consist of?

✦ What is the World Heritage Committee responsible for?

early twentieth century, momentum for its actual creation was not until the 1950s. In 1954, Egypt started plans to build the Aswan High Dam to collect and control water from the Nile River. The initial plan for the dam's construction would have flooded the valley containing the Abu Simbel Temples and **scores of** ancient Egyptian **artefacts**. To protect the temples and artifacts, UNESCO launched an international campaign in 1959 that called for the **dismantling** and movement of the temples to higher ground. The project cost an estimated US $80 million, $40 million of which came from 50 different countries. Because of the project's success, UNESCO and the International Council on Monuments and Sites **initiated** a draft convention to create an international organization responsible for protecting cultural heritage.

Shortly thereafter in 1965, a White House Conference in the United States called for a "World Heritage Trust" to protect historic and cultural sites but to also protect the world's significant natural and scenic sites. Finally, in 1968, the International Union for Conservation of Nature developed similar goals and presented them at the United Nations conference on Human Environment in Stockholm, Sweden in 1972. Following the presentation of these goals, the Convention concerning the Protection of World Cultural and Natural Heritage was adopted by UNESCO's General Conference on November 16, 1972.

THE WORLD HERITAGE COMMITTEE

Today, the World Heritage Committee is the main group responsible for establishing which sites will be listed as a UNESCO World Heritage Site. The Committee meets once a year and consists of representatives from 21 State Parties that are elected for six year terms by the World Heritage Center's General Assembly. The State Parties are then responsible for identifying and nominating new sites

within their territory to be considered for inclusion on the World Heritage list.

BECOMING A WORLD HERITAGE SITE

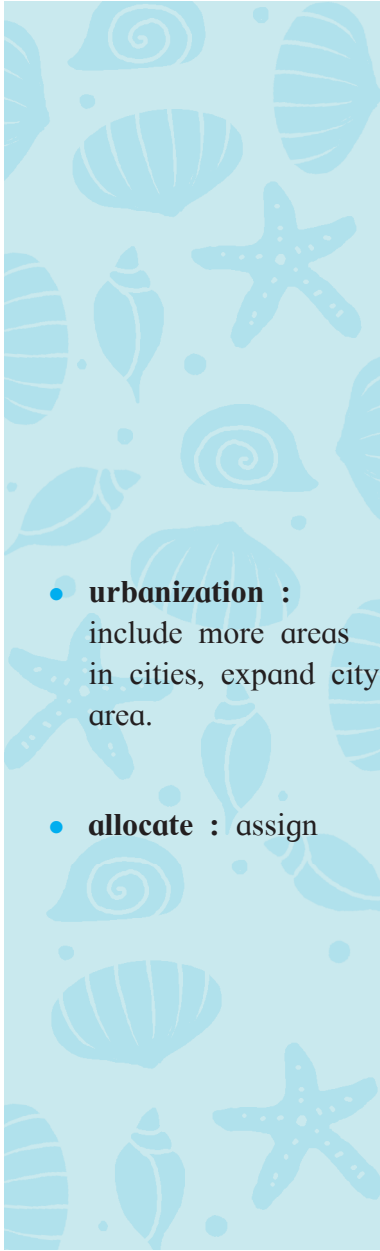
There are five steps in becoming a World Heritage Site, the first of which is for a country or State Party to take an **inventory** of its significant cultural and natural sites. This is called the Tentative List and it is important because nominations to the World Heritage List will not be considered unless the nominated site was first included on the Tentative List. Next, countries are then able to select sites from their Tentative Lists to be included on a Nomination File. The third step is a review of the Nomination File by two Advisory Bodies consisting of the International Council on Monuments and Sites and the World Conservation Union, who then make **recommendations** to the World Heritage Committee. The World Heritage Committee meets once a year to review these recommendations and decide which sites will be added to the World Heritage List. The final step in becoming a World Heritage Site is determining whether or not a nominated site meets at least one of ten selection criteria. If the site meets these **criteria**, it can then be **inscribed** on the World Heritage List. Once a site goes through this process and is chosen, it remains the property of the country on whose **territory** it sits, but it also becomes considered within the international community.

TYPES OF WORLD HERITAGE SITES

As of 2009, there are 890 World Heritage Sites that are located in 148 countries (map). 689 of these sites are cultural and include places like the Sydney Opera House in Australia and the Historic Center of Vienna in Austria. 176 are natural and feature such locations as the U.S.'s Yellowstone and Grand Canyon National Parks. 25 of the World Heritage Sites are considered mixed i.e. natural and cultural Peru's Machu Picchu is one of these. Italy has the highest number of World Heritage Sites with 44.

- When was the convention concerning the protection of World Cultural and Natural Heritage adopted and by whom?
- Who makes recommendations to the World Heritage Committee?

- **inventory :** a detailed list
- **recommendations :** suggestions, proposals
- **criteria :** fixed basis to judge
- **to inscribe :** to print, to write or to engrave
- **territory :** region

- What is the Peru's Machu Picchu example of?

- **urbanization :** include more areas in cities, expand city area.
- **allocate :** assign

India has 36 (28 cultural, 7 natural and 1 mixed) World Heritage Sites. The World Heritage Committee has divided the world's countries into five geographic zones which include (1) Africa, (2) Arab States, (3) Asia Pacific (including Australia and Oceania), (4) Europe and North America and (5) Latin America and the Caribbean.

WORLD HERITAGE SITES IN DANGER

Like many natural and historic cultural sites around the world, many World Heritage Sites are in danger of being destroyed or lost due to war, poaching, natural disasters like earthquakes, uncontrolled **urbanization**, heavy tourist traffic and environmental factors like air pollution and acid rain. World Heritage Sites that are in danger are inscribed on a separate List of World Heritage Sites in Danger which allows the World Heritage Committee to **allocate** resources from the World Heritage Fund to that site. In addition, different plans are put into place to protect and/or restore the site. If however, a site loses the characteristics which allowed for it to be originally included on the World Heritage List, the World Heritage Committee can choose to delete the site from the list. To learn more about World Heritage Sites, visit the World Heritage Centre's website at whc.unesco.org.

ENGLISH WORKSHOP

1. **Write the importance of the years given below, with reference to World Heritage Sites.**

Year	Importance
1959	....
1965	....
1968	....
1972	....
2009	....

2. Name the following.

(a) The country where Mount Huangshan is situated ....

(b) The famous dam in Egypt on River Nile ....

(c) The place where the conference based on Human Environment was held ....

(d) The country in which the highest number of World Heritage Sites are ....

(e) The body which can exclude a site from World Heritage list ....

3. Complete the following sentences.

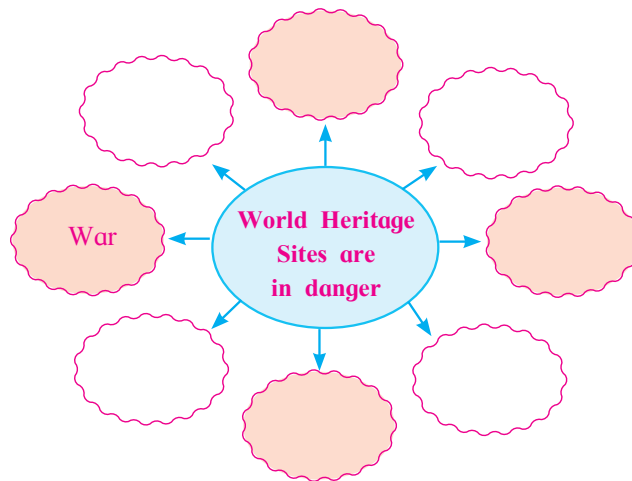
(a) The World Heritage Sites include ....

(b) There are around .... World Heritage Sites in the world.

(c) The Role of World Heritage Committee is ....

(d) The tenure of World Heritage Committee is ....

(e) We can get more information about World Heritage Sites from its ....

4. Complete the following Web by giving reasons why World Heritage Sites are in danger.

5. Answer in your own words :

(a) What are our duties towards preservation of any historical site?

....

....

(b) Why should we preserve the World Heritage Sites?

....

....

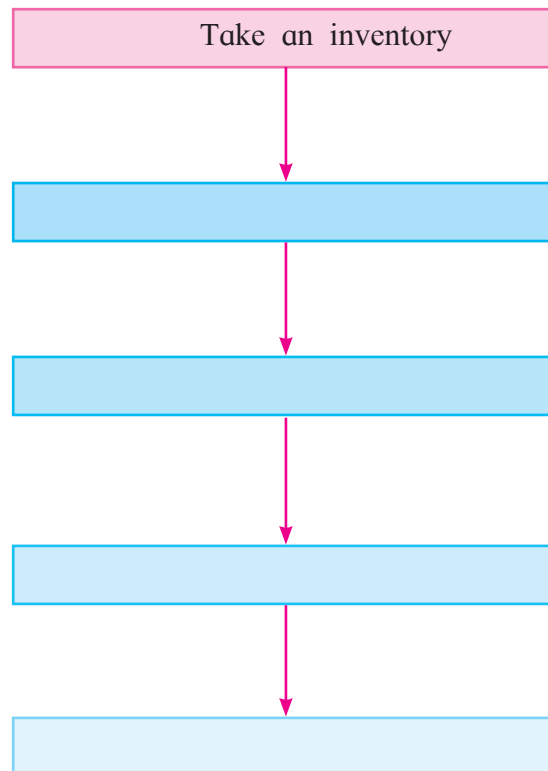
(c) What is the role of World Heritage Sites in promoting tourism in any country?

....

....

6. Read the following duties towards preservation of any historical site and make sentences about each of our duties.

- Obey rules and regulations – Visitors must obey the rules and regulations, displayed at the Entrance.
- Maintain discipline and order
- Maintain cleanliness
- Use dustbins and garbage bags
- Observe silence
- Maintain environmental safety
- Protect our country's history/heritage.

7. Complete the following flow-chart by choosing from the options given below to show how any site of any country can become a World Heritage Site.

1. Inclusion of the name of a site from the tentative list to the nomination file.
2. Name of the site is inscribed on the World Heritage list after meeting the criteria.
3. Inclusion of the name of site for the nomination in a tentative list after an inventory in the country or the state.
4. Decision of the World Heritate Committee after review of the nominated file.
5. A review of the file included by the advisory bodies.

8. Match the pairs to define different roles of the World Heritage Sites.

	A		B
1.	Identify cultural and natural sites	a	green, local based, stable and decent jobs
2.	Identify sites of	b	of outstanding universal value across countries
3.	Identify sites that represent	c	preserve outstanding sites and natural resources
4.	UNESCO seeks to	d	tourism
5.	World Heritage Sites should have	e	an asset for economic development and investment
6.	World Heritage Sites should	f	protect these sites
7.	World Heritage Sites serve as	g	best examples of world's cultural and/or natural heritage
8.	World Heritage Sites should ensure	h	special importance for everyone
9.	It should at large develop	i	relevant development plan policies

9. Do you know the difference between [World heritage. / Cultural heritage.] **?**

Refer to a dictionary/encyclopaedia/reference books/website/google search to get the detailed meaning.

10. Following are the ways to preserve 'World Heritage Sites.' Transfer these points into a small paragraph. Suggest a suitable title.

- Practical conservation of posterity
- Human/animal trespassing
- Unmonitored/uncontrolled/unrestricted access
- Threat of local administrative negligence

11. Find from the text minimun 8 words related to cultural heritage and make a word register. Arrange them in alphabetical order.

12. Look at the words and their meanings. Underline the correct alternatives.

(i) **determine** : (a) think over (b) decide (c) ask for (d) look over

(ii) **monument** : (a) statue (b) pillar (c) memorial building (d) fort

(iii) **significant** : (a) clever (b) effective (c) systematic (d) important

(iv) **disaster** : (a) problem (b) incident (c) calamity (d) accident

13. Rewrite the following sentences using 'not only but also' and 'as well as' in 2 seperate sentences.

(i) UNESCO and the International Council on monuments initiated a draft convention to create an international organisation responsible for protecting cultural heritage.

(ii) The state parties are responsible for identifying and nominating new sites.

(iii) Opera House in Australia and the Historic Center of Vienna in Austria are cultural sites of World Heritage.

(iv) World Heritage Sites can be a combination of both cultural and natural areas.

(v) To protect the temples and artifacts, UNESCO launched an international campaign.

14. Rewrite the following sentences replacing 'as soon as' by 'No sooner....than....' (Note : The phrase, 'No sooner' must always be followed by an auxiliary (helping verb).

For example : As soon as he came, they all gave an applause.

No sooner did he come, than all gave an applause.

(a) As soon as the Bill is passed, it will become an Act.

(b) As soon as the thief escaped, the family informed the police.

(c) As soon as you have finished, you can submit your answer-papers.

(d) As soon as they can manage, they should change their house.

(e) As soon as the bell will ring, the School Assembly will start.

15. Prepare a 'tourism leaflet' on any one of the following. (You may refer to the points given in Warming Up.)

(A) Your Home Town

(B) A Historical Place

(C) A Place of Natural Beauty

(D) A Place of Pilgrimage

16. Project :

(a) Make a list of sites from our State that are included in the World Heritage Sites. Try to visit one of them. Write the importance of that World Heritage Site. Also write your impression of it in your notebook.

Slide Shows

Making Power Point Presentations

(a) Read the following paragraph about Power Point.

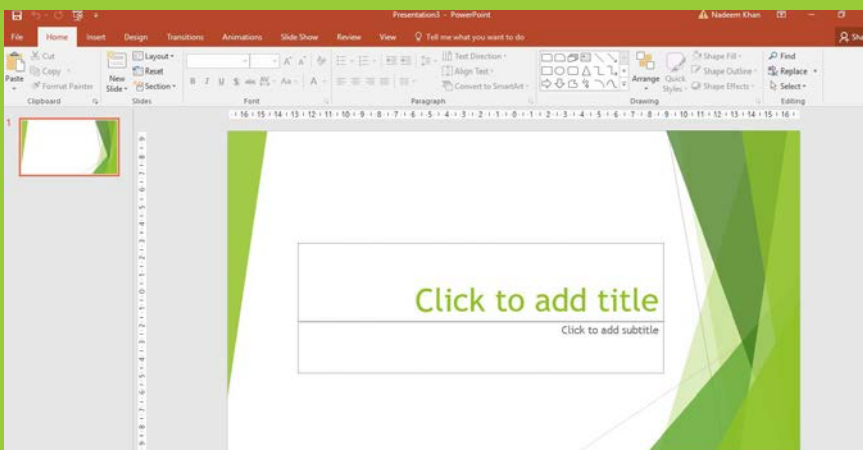
A Power Point is like a magic wand that makes you a wizard in presentation skills. There are innumerable uses of Power Point and it has been one of the most popular applications of Microsoft Office since the very beginning. A slide show can help a teacher deliver a lesson, illustrate historical and geographical facts and data, easily display and analyse statistical information, or in training.

A slide show can be a valuable tool for learning and sharing for the learners. Whether presenting at annual events, science meets or convincing parents to get a gadget, Power Point presentations are very useful.

Gaskins has saved our hours of painstakingly handcrafting displays by inventing Power Point. Here are steps on how to create a basic slide show using Microsoft Power Point.

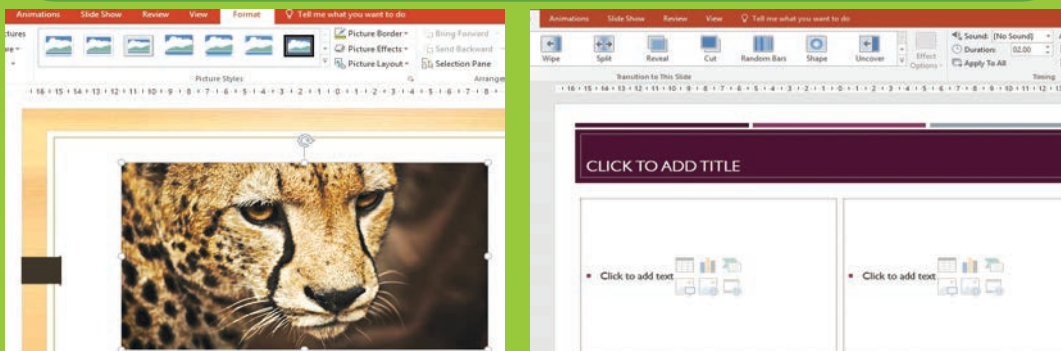
STEPS

Step 1: Open Microsoft Power Point

Step 2: Go to File at the top of the screen and click “New”. Choose Blank Presentation or any of the Templates from the right side of your screen. Click it to create new Presentation 1.

Step 3: Slide Design
You may choose a different color and design for your template by clicking on "Design" button in the Menu option.

Step 4: Adding Text
Enter your text by clicking and then typing in the box titled "Click to Add Text" or "Click to Add Title" on the Slide 1.

Step 5: Adding Pictures
Click on **Insert** in the File and click on "Pictures" to add picture from your computer. Or just Drag and Drop the picture in Slide layout from the folder in your computer.

Step 6: Resizing Pictures
You may change the size of your picture by clicking on the picture. The picture will then have black lines around it with small bubbles or boxes in the corners. Place your mouse over the bubbles or boxes and click. Holding the mouse pointer down, drag the picture to the size you want. Various image formatting tools can be accessed from "Format" in the Menu.

Step 7: Add Transitions
Add effects to your presentation by selecting different transition modes for different slides from "Transition" in the Menu.

Step 8: You're Done
Wasn't that easy? Now you can do it again to make more Slides. Select design of your new slide from "New Slide" button under "Home" Menu. Keep adding!

Step 9: Go Live! Start your Slide Show.
Click "From Beginning" button under "Slide Show" in the Menu.

(b) Rearrange the following steps of creating a Power Point slide in proper sequence.

(1) Save your slide and start Slide Show from the beginning. (2) Click "New" to create Blank Presentation 1. (3) Add Pictures by clicking "Insert" button. (4) Click "Design" to choose color and design template. (5) Click to add Text and Title in the slide. (6) Add New Slide from Home menu. (7) Resize your pictures, or graphics. (8) Open Microsoft Power Point. (9) Add effects from Transitions menu.

(c) Follow the given Slide Handout on 'Types of Sentences' given below. Create similar slide Handouts on one of the given topics:
(1) Pollution(2) Modes of Transport (3) Our Solar System (4) The United Nations

Slide 1

Types of Sentences

:Presented By:
XYZ
ABC School

Slide 2

Definition of Sentence

A group of meaningful words that conveys a sense and is complete in itself.

Slide 3

Types of Sentence

- Assertive
- Imperative
- Interrogative
- Exclamatory

Slide 4

Assertive makes a statement.
Imperative makes a request or gives order, command.
Interrogative asks a question. (WH or Verbal)
Exclamatory strong expressions.

Slide 5

SENTENCE TYPE	Contains mainly	Ends With
ASSERTIVE	Subject	Full Stop
IMPERATIVE	Verb	Full Stop
INTERROGATIVE	Wh-word /Supp. Verb	?
EXCLAMATORY	Interjection	!

Slide 6

Thank You !

(d) Tips for writing an effective Slide Handout

1. Begin with writing a Title and name of presenter on the Slide 1.
2. Write points you want to explain in main bullet points in the Slide 2.
3. Give meanings, definitions and examples in bullet points.
4. Use aphoristic style of language, give only main points.
5. Give your contact number and email ID for feedback towards the end.

(e) Tips for making an effective Power point Presentation

1. While speaking, show your passion and use positive body gestures.
2. Start strongly try to connect with your audience using proper tone.
3. Keep it simple: concentrate on your core message.
4. Smile and make eye contact with your audience.
5. Conclude on positive note.

(f) The 10/20/30 rule of Power Point

If you are not familiar with the 10/20/30 Rule of Power Point created way back in 2005 by Guy Kawasaki, here's how it goes:

"The most effective Power Point presentations should contain no more than 10 slides, last no longer than 20 minutes, and feature font no smaller than 30 points."

UNIT 3

3.1 If

Warming up!

Chit-Chat

Form groups and chat.

- How do you react when your parents scold you?
- How do you feel when some one insults you?
- How would you react when you are cheated by your friends?
- Why is it wrong to make a difference among friends who belong to a different class, colour or community?

1. Complete the table by providing suitable responses to the given actions.

	Action	Response
1.	You are punished by the teacher without any reason.	I shall not lose my temper but I shall talk to the teacher afterwards.
2.	Your friends spread rumours about you.	
3.	Someone doubts you.	
4.	Your relative blames you for something.	
5.	Someone hurts you.	

2. Complete the sentences meaningfully and share them with the class.
   - If you read books, you will gain knowledge.
   - If you do exercise daily, ...
   - If .... , you will pass the exam.
   - If .... , ...
   - .... , If ....

3. Classify the following into weaknesses and strengths.

   fear, confidence, clarity, confusion, worry, courage, cowardice, compassion, bravery, hesitation, punctuality, laziness, anger, faith, patience, ambition, generosity, impatience, cheerfulness, tolerance, arrogance, aggressiveness

Weaknesses	Strengths

If

Rudyard Kipling (1865-1936) : Rudyard Kipling was an English journalist, short story writer, poet and novelist. Kipling was one of the most popular writers in the United Kingdom, in both prose and verse, in the late 19th and early 20th centuries. He was awarded the Nobel Prize for Literature in 1907 at the age of 42. He was the first writer writing in English to receive the prize.

This poem deals with advice given by father to his son.

If you can **keep your head** when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But **make allowance for** their doubting too;
If you can wait and not be tired by waiting,
Or, **being lied about**, don't deal in lies,
Or being hated, **don't give way to hating**,
And yet don't look too good, nor **talk too wise:**

If you can dream and not make dreams your master;
If you can think and not make thoughts, your aim;
If you can meet with **Triumph** and Disaster
And treat those two **imposters** just the same;
If you can bear to hear the **truth**, you've spoken,
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools:

- **keep ones head :** not to get angry
- **make allowance for :** consider what others also have to say about something

✦ What does the poet call people who twist the truth to suit them?

- **be lied about :** false things spoken about oneself by others
- **give way to hating :** allow hatred to take control of oneself
- **don't look good :** not to be perfect
- **talk too wise :** show off one's knowledge
- **triumph :** victory
- **imposter :** one who deceives others by pretending to be someone else

✦ How should you react when someone lies about you and hates you?

- **knaves :** cunning or dishonest people
- **truth twisted by someone :** change the truth a little to gain some advantage

- **keep one's virtue :** keep one's goodness or morals under any condition
- **lose the common touch :** refuse to interact with common people
- **count with you :** be equally important to you
- **unforgiving minute :** time that does not wait for anyone
- **sixty seconds' worth of distance run :** make good use of every second without wasting.
- **to be a man :** to be a good, perfect human being

If you can talk with crowds and **keep your virtue**,
Or walk with Kings, nor **lose the common touch**;
If neither foes nor loving friends can hurt you,
If all men **count with you**, but none too much;
If you can fill the **unforgiving minute**
With **sixty seconds' worth of distance run**,
Yours is the Earth and everything that's in it,
And which is more you'll **be a Man**, my son!

– Rudyard Kipling

ENGLISH WORKSHOP

1. Read the following bits of advice and state whether you agree or disagree with them.

Advice	Agree	Disagree
Get angry when others commit mistakes		
Keep friendship with all classes of people		
Run away from troubles		
Hate the rich people and help the poor		
Get angry when others blame on us		
Reconstruct something we have built with care even if it has been broken by others		

2. Pick out and enlist the positive and negative qualities from the poem in the respective columns.

Positive qualities	Negative qualities
• keep your head	• lose your head
•	•
•	•
•	•

3. Why do the lines in the poem begin with, "If you can ....?" What effect does this have?

4. Look at the use of opposite reactions in the poem.
For example, "If you can keep your head when all about you are losing theirs"
Find four other such opposite reactions from the poem. Note them down in your notebook.

5. (a) Say WHAT ....
are the two imposters? ....
can the unforgiving minute be made up of? ....

(b) Say WHO ....
should you trust, when doubted? ....
can you talk with and walk with? ....

(c) Say WHEN ....
can the Earth become yours? ....
should you start rebuilding with old tools? ....

(d) Say WHY ....
do knaves twist the truth? ....
should you consider all men equally important? ....

6. What should be our attitude towards people of different strata and classes?

7. What according to Rudyard Kipling is the highest quality that makes a man a true human being?

8. Identify the Figures of speech used from those given in the bracket.

(Simile/Repetition/Antithesis/Personification/Metaphor/Alliteration/Apostrophe)

(a) "If you can keep your head when all about you are losing theirs" ....

(b) "If you can meet with Triumph and Disaster and treat those two imposters just the same" ....

(c) "And yet don't look too good, nor talk too wise" ....

(d) With worn-out tools ....

9. Write a letter to your parents, thanking them for advising you, when you were in a confused state of mind. Cover up the following points in the body of the letter.

- Your problem and confusion.
- The advice of your parents.
- How you followed their advice.
- How the problem got solved.
- Your deep gratitude to them.

10. Draft a speech to be given during the farewell for Standard X, on the topic 'Changes, I would like in School Education of our State'.

Steps

- Greeting and salutation
- Self introduction and introduction of the topic
- A catchy thought/episode/news etc. to start with
- 2 to 3 changes that you suggest with their reason
- Conclusion
- Thank you/greeting

11. Project :

1. Rudyard Kipling's work is known to all of us. Write at least five poems of Kipling in your notebook and submit it to your teacher. You can take help of your school library or search for these poems on the internet.

2. Rudyard Kipling's book, entitled 'The Jungle Book' is world wide famous. It's theme and setting of the story attracts the readers from the beginning. Write a book review of Kipling's book 'The Jungle Book' in 100 to 150 words.

Language Study

'If' Clause / Conditional Clause

1. Look at the following sentences :

1. If I practise hard, I shall win the game.
2. If you buy a new car, it will cost you a lot of money.

Each of those sentences has two clauses – main clause and subordinate clause.

Subordinate Clause

Main Clause

Here, the subordinate clause indicates 'possibility' or 'likelihood'. The tense of a subordinate clause depends on the main clause.

Subordinate Clause	Main Clause
Simple Present	Simple Future
Simple Past	would + base form of verb
Past Perfect	would + have + past participle

- **Complete the following sentences.**

(a) If I like it, ...

(b) If it rains, ...

(c) If .... , you would catch the train.

(d) If she had obeyed her parents, ...

2. Pick out lines that contain the following Figures of Speech.

(a) Antithesis (Opposite ideas) ....

....

(b) Personification ....

....

(c) Repetition ....

....

(d) Metaphor ....

....

3.2 A Lesson in Life from A Beggar

Warming up!

Chit-Chat

Make small groups and share :

- A piece of advice that stopped a bad habit in you.
- A quote/proverb that you love to use often.
- An experience that taught you a lifelong lesson.
- A story /news/episode/movie/play that has impressed and changed you.

1. Many slang expressions/terms are used for people having positive or negative traits.

   Match the expressions in Column A with type of persons in Column B.

	A	B
1.	Couch Potato	(a) brilliant/genius
2.	Worry Wart	(b) very energetic/active
3.	Fuddy-duddy	(c) shameful person
4.	Wet blanket	(d) lazy/good for nothing
5.	Whiz	(e) spoils other peoples fun/mood
6.	Black sheep	(f) always nervous/worried
7.	Live wire	(g) old-fashioned/refuses change

2. Discuss in your group and write the difference in reactions of an Optimist and Pessimist in the given situations.

	Optimist	Pessimist
Failure in exams/tests		
Lose a good amount of cash		
Unexpected rainfall/bad weather		
Illness		
Extra classes in school		

A Lesson in Life from A Beggar

Meena is a good friend of mine. She is an LIC officer earning a good salary. But there was always something strange about her. She was forever unhappy. Whenever I met her, I would start to feel depressed. It was as though her **gloom** and **cynicism** had a way of spreading to others. She never had anything positive to say on any subject or about any person.

For instance, I might say to her, 'Meena, did you know Rakesh has come first in his school?'

Meena's immediate response would be to belittle the achievement. 'Naturally, his father is a school teacher', she would say.

If I said, 'Meena, Shwetha is a very beautiful girl, isn't she?' Meena would be **pessimistic**. 'When a pony is young, he looks handsome. It is age that matters. Wait for some time. Shwetha will be uglier than anyone you know.'

'Meena, it's a beautiful day. Let's go for a walk'.

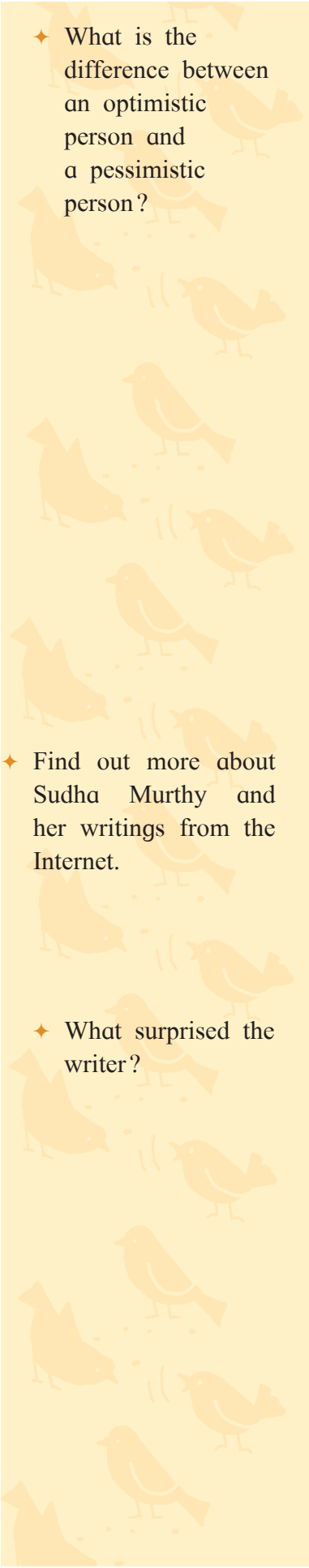
'No, the sun is too hot and I get tired if I walk too much. Besides, who says walking is good for health? There's no proof.'

That was Meena. She stayed alone in an apartment as her parents lived in Delhi. She was an only child and had the habit of complaining about anything and everything. Naturally, she wasn't a very pleasant company and nobody wanted to visit her. Then one day, Meena was transferred to Bombay and soon we all forgot about her.

Many years later, I found myself caught in the rain at Bombay's Flora Fountain. It was pouring and I didn't have an umbrella. I was standing near Akbarallys, a popular department store, waiting for the rain to **subside**. Suddenly, I spotted Meena. My first reaction was to run, even in that pouring rain. I was anxious to avoid being seen by her, having to listen to her never-ending complaints. However, I couldn't escape. She had already seen me and caught

- **gloom :** feeling of sadness
- **cynicism :** a distrustful attitude

✦ Who is Meena?

✦ What was Meena's nature like?

- **pessimistic :** expecting the worst, having a negative attitude

✦ What is meant by 'she never had anything positive to say'?

✦ Describe the location in Mumbai, where the writer spotted Meena.

Note : Bombay was the official name of Mumbai until 1995.

- **subside :** to settle down or stop

✦ What is the difference between an optimistic person and a pessimistic person?

✦ Find out more about Sudha Murthy and her writings from the Internet.

✦ What surprised the writer?

hold of my hand warmly. What's more, she was very cheerful.

'Hey! I am really excited. It's nice to meet old friends. What are you doing here?'

I explained that I was in Bombay on an official work.

'Then stay with me tonight,' she said. 'Let's chat. Do you know that, old friends and memories are precious and rare?'

I couldn't believe it. Was this really Meena? I pinched myself hard to be sure it wasn't a dream. But Meena was really standing there, right in front of me, squeezing my hand, smiling, and yes, she did look happy. In the three years she had been in Bangalore, I had never once seen her smiling like that. A few strands of grey in her hair reminded me that years had passed. There were a few wrinkles in her face, but the truth was that she looked more attractive than ever before.

Finally, I managed to say, 'No Meena, I can't stay with you tonight. I have to attend a dinner. Give me your card and I'll keep in touch with you, I promise.'

For a moment, Meena looked disappointed, 'Let's go and have tea at least', she insisted.

'But Meena, it's pouring.'

'So what? We'll buy an umbrella and then go to the Grand Hotel,' she said.

'We won't get a taxi in this rain', I grumbled.

'So what? We'll walk'.

I was very surprised. This wasn't the same Meena I had known. Today, she seemed ready to make any number of adjustments.

We reached the Grand Hotel drenched. By then the only thought in my mind was to find out who or what had brought about such a change in the pessimistic Meena I had known. I was quite curious.

'Tell me Meena, is there a Prince Charming who has managed to change you so?'

Meena was surprised by my question. 'No, there isn't anyone like that', she said.

'Then what's the secret of your energy?' I asked, like Tendulkar does in the advertisement.

She smiled, 'A beggar changed my life.'

I was absolutely dumbfounded and she could see it.

'Yes, a beggar,' she repeated, as if to reassure me. 'He was old and used to stay in front of my house with his five-year old granddaughter. As you know, I was a **chronic** pessimist. I used to give my leftovers to this beggar every day. I never spoke to him. Nor did he speak to me. One monsoon day, I looked out of my bedroom window and started cursing the rain. I don't know why I did that because I wasn't even getting wet. That day I couldn't give the beggar and his granddaughter their daily quota of leftovers. They went hungry, I am sure.

'However, what I saw from my window surprised me. The beggar and the young girl were playing on the road because there was no traffic. They were laughing, clapping and screaming joyously, as if they were in **paradise**. Hunger and rain did not matter.

✦ What lesson did Meena learn from her *guru* - the beggar?

• **chronic :** continual, lasting for a long time

✦ Describe an experience, where somebody has changed your way of looking at life.

✦ How did the beggar and his granddaughter enjoy the rain?

• **paradise :** heaven, an ideal or perfect place

They were totally drenched and totally happy. I envied their **zest** for life.

'That scene forced me to look at my own life. I realized I had so many comforts, none of which they had. But they had the most important of all **assets**, one which I lacked. They knew how to be happy with life as it was. I felt ashamed of myself. I even started to make a list of what I had and what I did not have. I found I had more to be grateful for than most people could imagine. That day, I decided to change my attitude towards life, using the beggar as my role model.'

After a long pause, I asked Meena how long it had taken her to change.

'Once this **realization dawned**', she said, 'it took me almost two years to put the change into effect. Now nothing matters. I am always happy. I find happiness in every small thing, in every situation and in every person.'

'Did you give any *gurudakshina* to your *guru*?' I asked.

'No. Unfortunately, by the time I understood things, he was dead. But I **sponsored** his granddaughter to a boarding school as a mark of respect to him.'

– *Sudha Murthy*

- **zest** : great enjoyment or enthusiasm

✦ What did Meena do to show gratitude to her *guru*?

- **sponsor** : provide funds for a good purpose.
- **asset** : a useful and valuable thing
- **realization dawned** : began to realize

ENGLISH WORKSHOP

1. Complete the following table.

Utterance	Who said	To whom
"Shwetha is a very beautiful girl, isn't she?"		
"When a pony is young, he looks handsome?"		
"It's a beautiful day."		
"No, the sun is too hot."		
"I'm all excited, it's nice to meet old friends."		
"Let's chat."		

"We won't get a taxi in this rain."		
"Then, what's the secret of your energy?"		
"A beggar changed my life."		

2. State whether the following statements are right (✓) or wrong (×). Correct the wrong ones.

(a) The author and Meena were great enemies. ☐

(b) Meena was a very cheerful person initially. ☐

(c) Meena stayed alone in an appartment in Delhi. ☐

(d) Meena was the second child of her parents. ☐

(e) The author spotted Meena at Bombay's Flora Fountain. ☐

(f) The beggar and the young girl were playing on the road because there was a lot of traffic. ☐

(g) The scene of the beggar and the girl made Meena peep into her own life. ☐

(h) The beggar became Meena's role model. ☐

(i) It took Meena almost two years to put the change into effect. ☐

(j) Meena was able to give *Gurudakshina* directly to her *Guru*, the beggar. ☐

3. Choose the correct alternative to complete the sentences.

(a) Meena, who is an LIC officer, is ....

(i) a pessimistic person (ii) an optimistic person (iii) a disabled person

(b) The writer was standing near Akbarallys, a popular department store because ....

(i) she was waiting for her friend Meena.

(ii) she was waiting for rain to stop.

(iii) she wanted to buy something in Akbarally.

(c) The only thought in the writer's mind till they reached the Grand Hotel was ....

(i) why the rain was not stopping.

(ii) what had brought about such a change in Meena.

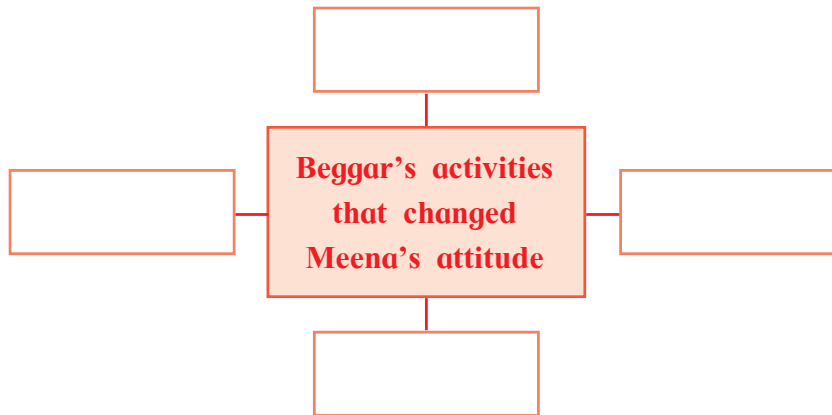
(iii) how the beggar had changed the entire life of Meena.

(d) Meena sponsored the granddaughter of the beggar because ....

(i) she was alone in her life after his death.

(ii) it was a token of respect for the beggar.

(iii) she was rich and so she wanted to help.

4. How did the beggar change Meena's attitude? Discuss with your partner and complete the following web.

5. (A) Write in your own words :

How did Meena show her gratitude to her *guru*?

(B) Why would Meena be sad initially? Give reasons. Pick out sentences from the story which prove that Meena was a pessimist.

(a) She was forever unhappy.

(b) ....

(c) ....

(d) ....

(e) ....

(f) ....

6. (A) Find antonyms of the following words from the story.

- optimistic × ....
- drizzle × ....
- new × ....
- lie × ....
- ugly × ....
- frowned × ....
- hell × ....
- unhappy × ....
- disrespect × ....
- unimportant × ....

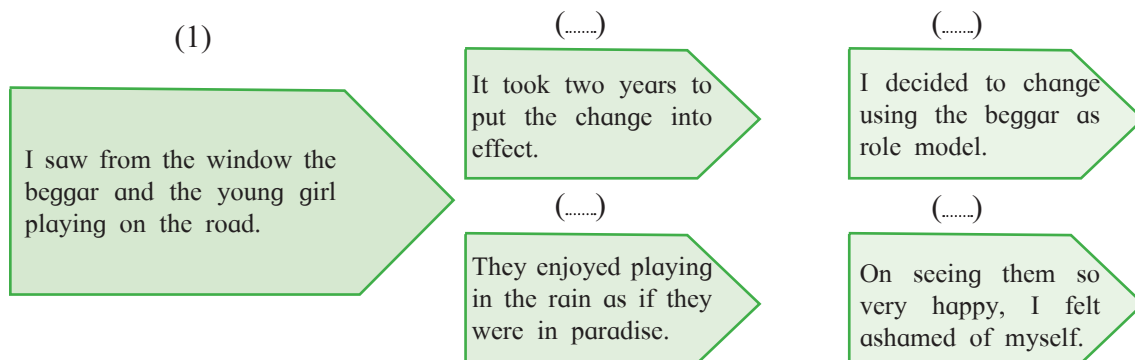
(B) **Go through the points below showing Meena's encounter with the beggar that transformed her completely. The sequence of events are jumbled up below. Arrange the events according to the occurence. Fill in the number as per sequence.**

(1) I saw from the window the beggar and the young girl playing on the road.

(.......) It took two years to put the change into effect.

(.......) I decided to change using the beggar as role model.

(.......) They enjoyed playing in the rain as if they were in paradise.

(.......) On seeing them so very happy, I felt ashamed of myself.

7. **How did the beggar change Meena's attitude towards life? Write it down in 5 to 6 lines. One is done for you.**
   - The incident made Meena to look at her own life.
   - ....
   - ....
   - ....
   - ....
   - ....

8. **Summarise the story with the help of the points given below.**

   (a) Meena's initial attitude (b) Meena's meeting with Sudha Murthy in Mumbai (c) Beggar's incident (d) Change in attitude

Summary Maker

Dos	Don'ts
• Use important/relevant points/ incidents/events short forms of the text.	• Select irrelevant/less important points/ incidents/events
• Make a paragraph containing the message, theme etc.	• exceed the word limit
• Use your own language taking help of the sentences in a topic and key words.	• reproduce/copy the text

9. **Write the above summary making Meena the narrator. Begin with 'I worked in Bangalore in LIC. Sudha was my friend** ....

10. **Project :**

Divide the class in four groups. Collect four different stories written by Sudha Murthy. Select a story for every group and write it in the form of a play. Enact it in front of the class.

Language Study

1. Punctuate the following sentences.

(a) did you give any gurudakshina to your guru i asked.

(b) no there isnt anyone like that she said.

2. (a) Add a suffix to the following words and make nouns.

(i) kind	(ii) happy	(iii) ignore	(iv) assure
(v) imagine	(vi) depute	(vii) manage	(viii) assess

(b) Make 4 meaningful words by using letters from "Pessimistic".

(1) .... (2) .... (3) .... (4) ....

3. Change into Indirect speech :

(a) "Meena, it's a beautiful day," I said. ....

....

(b) "Hey! I am really excited. It's nice to meet old friends. What are you doing here?" said Meena. ....

....

(c) "We won't get a taxi in this rain", I grumbled. ....

....

(d) "So what? We'll buy an umbrella and then go to the Grand Hotel", she said. ....

....

(e) "Did you give any *gurudakshina* to your *Guru*?" I asked. ....

....

◈ ◈ ◈ ◈

3.3 Stopping by Woods on a Snowy Evening

Warming up!

Chit-Chat

Share this chat with your bench-mate/classmates :

- Where did you go for a picnic recently?
- Who all accompanied you?
- Why did you select that picnic spot?
- What games/food/sights did you enjoy there?
- What did you feel when it was time to return home?

1. Look at the picture and frame questions.

(a) Where are the trekkers trekking?

(b) ....

(c) ....

(d) ....

(e) ....

2. Form groups of 4 to 6 students. Every student should close his/her eyes. As the group leader reads aloud the following lines, the students try to create a picture in his/her mind. Later, each one gives a heading for each description.

   (a) Bright blue sky – soft white clouds sweeping by – tiny specks of birds flying high – the sun playing hide and seek behind the clouds.

   Heading ....

   (b) Miles of smooth barren land-sparkling sand stretched till the horizon, in wave – like forms-thorny, cacti propping here and there – an occasional cluster of palms provide a shady spot – a carvan of camels moving in a line, in the distance.

   Heading ....

   - Such a figurative description that creates mental pictures, in the mind of the reader/listener is called **Imagery.** It is a poetic device that enhances the poem.
   - Compose in your group, a four to six line poem, which contains Imagery.

   ....

   ....

   ....

   ....

Stopping by Woods on a Snowy Evening

Robert Lee Frost (1874 – 1963) was an American poet. He is highly regarded for his realistic depictions of rural life and his command of American colloquial speech. He is one of the most popular and critically respected American poets of the 20th century. He received four Pulitzer prizes for poetry.

In this poem, the poet describes a little incident happening in a snowy evening. As a traveller, the poet is fascinated by the beautiful scenes in the woods. He stops to enjoy but his mind urges him to go on.

- Where has the poet stopped?
- What season of the year is described here?
- What time of the day is described here?
- On what date every year is the darkest evening?

Whose woods these are I think I know.
His house is in the village, though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it **queer**
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his **harness bells** a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and **downy flake**.

The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

– *Robert Frost*

- **queer** : strange
- **harness bells** : bells tied in the neck of a horse to control it
- **downy flake** : soft feather like snow-flakes falling

- List the sounds mentioned in the poem.
- Why does the traveller have to leave the lovely woods?

ENGLISH WORKSHOP

1. Put ☑ mark in front of true statement or ☒ mark in front of false statement.

(a) The speaker stops to watch rain falling among the trees. ☐

(b) The owner of the woods is known to the speaker. ☐

(c) The horse is worried about the cold and wants to keep going. ☐

(d) The speaker doesn't emphasize upon the beauty of woods, he is passing through. ☐

2. Find out line/lines from the poem as a proof for the following explanation.

(a) There is no one to catch the speaker trespassing. ....

(b) The little horse draws his master's attention. ....

(c) His horse seems anxious to keep going. ....

(d) The speaker prefers to stay but is forced to move onwards. ....

(e) The poem is set in the bygone era. ....

3. The poem is believed to have a reference to the poet's life itself. What could the following signify? Choose from the bracket below :

(duties and responsibilities/old age/life/death/everlasting peace)

(a) The speaker's journey ....

(b) Snowy Evening ....

(c) Lovely, deep, dark woods ....

(d) Promises ....

(e) Sleep ....

4. Tell whether the rhyme scheme of the following stanzas is right or wrong. For the wrong rhyme scheme, give the correct one.

(a) stanza 1 - a a b a

(b) stanza 2 - b b c b

(c) stanza 3 - c c d c

(d) stanza 4 - d d e d

5. Give your own rhyming words for the following.

(a) house – ....

(b) woods – ....

(c) easy – ....

(d) wind – ....

(e) dark – ....

(f) watch – ....

6. Match the lines of the poem with their Figures of speech.

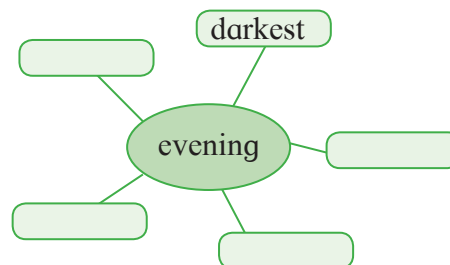
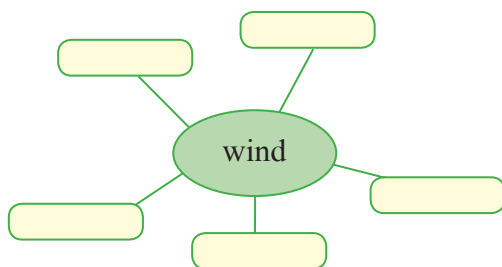
Group A		Group B
(1) Whose woods these are I think I know	(a)	Alliteration
(2) The woods are lovely, dark and deep	(b)	Personification
(3) And miles to go before I sleep And miles to go before I sleep.	(c)	Inversion
(4) My little horse must think it queer	(d)	Repetition

(1) .... (2) .... (3) .... (4) ....

7. Match the words given in Group A with their meanings in Group B.

(A)		(B)
(1) mistake		(a) strange
(2) downy flakes		(b) ice
(3) woods		(c) error
(4) queer		(d) jungle
		(e) soft snow falling

(1) .... (2) .... (3) .... (4) ....

8. Complete the following web-diagrams by adding suitable describing words in the boxes. One is done for you.

9. Pick out lines from the poem that contain Imagery. Write them in your notebook.

10. Prepare a set of questions to interview –

(a) a person who has just returned from a trek in the woods

(b) a person who has recently scaled Mt. Everest.

3.4 Let's March!

Warming up!

Chit-Chat

Discuss in your group.

- What difference do you notice in the two images?
- Which of the two situations, should change?
- How and when can the situation change?
- How can you, as a student, contribute and help make a difference to the needy children?

1. (A) A good well-organized speech contains the following characteristics and steps.
   - A speech should be well-planned.
   - The language used should be suitable to the audience.
   - It should have the right duration.
   - It should be supported with good examples, episodes or visual aids, where possible.

   (B) Refer to Page 26 for a reference to the steps to be followed in the speech and do the activity given below.

   Read the expressions given below and insert them in your notebook in the proper boxes, as shown below :

   (a) Imagine what will happen after ten years.
   (b) I would like to share with you an example from my own experience.
   (c) Hon. chief guest, eminent dignitaries, respected management and staff, student-friends
   (d) The research report says that..............
   (e) I don't understand why we are so negative about this issue.
   (f) Think again and again and then move forward.
   (g) Today, I would like to put forth my views on ....
   (h) The renowned personality xyz says ".................."
   (i) Good Morning, one and all present today.
   (j) I would like to express my gratitude towards the organisers of this function for giving me opportunity.......
   (k) If we think about the situation around us, we notice that ....
   (l) Let me explain this to you.....

Greeting/Salutation	Introduction	Body of the speech	Conclusion

Let's March!

Part I

My dear children of the world ... Your Majesties, Your Royal Highnesses, Excellencies, distinguished members of the Norwegian Nobel Committee, dear brother Tom Harkin, brothers and sisters, and my dear daughter Malala.

- ✦ What does the speaker feel honoured to recite?

From this podium of peace and humanity, I am deeply honoured to recite a mantra from the ancient texts of wisdom, Vedas. This mantra carries a prayer, an **aspiration** and a resolve that has the potential to liberate humanity from all man-made crises.

- **aspiration** : an ardent wish or desire

Let's walk together. In the pursuit of global progress, not a single person should be left out or left behind in any corner of the world, from East to West, from South to North.

Let's speak together, let our minds come together! Learning from the experiences of our ancestors, let us together create knowledge for all that benefits all.

I bow to my late parents, to my motherland India, and to the mother earth.

With a warm heart I recall how thousands of times, I have been liberated, each time I have freed a child from slavery. In the first smile of freedom on their beautiful faces, I see the Gods smiling.

I give the biggest credit of this honour to my movement's Kaalu Kumar, Dhoom Das and Adarsh Kishore from India and Iqbal Masih from Pakistan who made the supreme sacrifice for protecting the freedom and **dignity** of children. I humbly accept this award on behalf of all such martyrs, my fellow activists across the world and my countrymen.

- **dignity** : self-respect

My journey from the great land of Lord Buddha, Guru Nanak and Mahatma Gandhi; India to Norway is a connect between the two centres of global peace and brotherhood, ancient and modern.

- ✦ How does the speaker describe his journey from India to Norway?

Friends, the Nobel Committee has generously invited me to present a "lecture." Respectfully, I am

unable to do that. Because, I am representing here – **the sound of silence**. The cry of innocence. And, the **face of invisibility**. I represent millions of those children who are left behind and that's why I have kept an empty chair here as a reminder.

I have come here only to share the voices and dreams of our children – because they are all our children – [gesture to everyone in the audience]. I have looked into their frightened and **exhausted** eyes. I have held their injured bodies and felt their broken spirits.

Twenty years ago, in the foothills of the Himalayas, I met a small, skinny child labourer. He asked me: "Is the world so poor that it cannot give me a toy and a book, instead of forcing me to take a gun or a tool?"

I met with a Sudanese child-soldier. He was kidnapped by an extremist militia. As his first training lesson, he was forced to kill his friends and family. He asked me: "What is my fault?"

Friends, all the great religions teach us to care for our children. Jesus said: "Let the children come to me; do not hinder them, for the kingdom of God belongs to them." The Holy Quran says: "Kill not your children because of poverty."

Friends! There is no greater violence than to deny the dreams of our children. Therefore ... I refuse to accept that all the temples and mosques and churches and prayer houses have no place for the dreams of our children.

I refuse to accept that the world is so poor, when just one week of global military expenditure can bring all the children to classrooms.

I refuse to accept that all the laws and constitutions, police and judges are unable to protect our children.

I refuse to accept that the **shackles** of slavery can ever be stronger than the quest for freedom. I REFUSE TO ACCEPT here.

- **the sound of silence :** unheard plea of the deprived
- **face of invisibility :** unnoticed suffering of the poor and innocent
- **exhaust :** wear out

✦ What terrible thing was the Sudanese child forced to do?

✦ What does Satyarthi refuse to accept?

- **shackles :** chains that bind

✦ What is the only aim in life for Kailash Satyarthi?

✦ What are the signs of progress that the speaker mentions?

✦ What social role are the three 'daughters' playing?

My only aim in life is that every child is free to be a child,

- free to grow and develop,
- free to eat, sleep, and see daylight,
- free to laugh and cry,
- free to play and learn,
- free to go to school, and above all,
- free to dream.

I have the privilege of working with many courageous people who have the same aim. We have never given up against any threat or attack and we never will.

We have made progress in the last couple of decades. We have reduced the number of out-of-school children by half. We have reduced the number of child labourers by a third. We have reduced child mortality and malnutrition, and we have prevented millions of child deaths.

But, let us make no mistake, great challenges still remain.

Friends! The biggest challenge or biggest crisis knocking on the doors of humankind is fear and intolerance.

We have utterly failed our children in imparting an education. An education that gives the meaning and objective of life. An education that gives a sense of global citizenship among the youth.

I am afraid that the day is not very far away when the cumulative result of this failure, will culminate in an unprecedented violence, and that will be suicidal for humankind.

Rights, security, hope can only be restored through education.

Young people like Malala ... I've started calling her my daughter Malala not just Malala ... So my daughter Malala and other daughters including Kayanat.. in fact.. two Kayanats, and Shazia, and the daughters from Africa, and from all over the world. They are rising up and choosing peace over

violence, tolerance over extremism, and courage over fear.

The solutions are emerging. But these solutions cannot be found in the deliberations in conferences alone, and cannot be found in prescriptions from a distance.

They lie in small groups and local organisations and individuals, who are **confronting** with the problem every day. Even if they remain unacknowledged, unrecognised and unknown to the world the solution are with them.

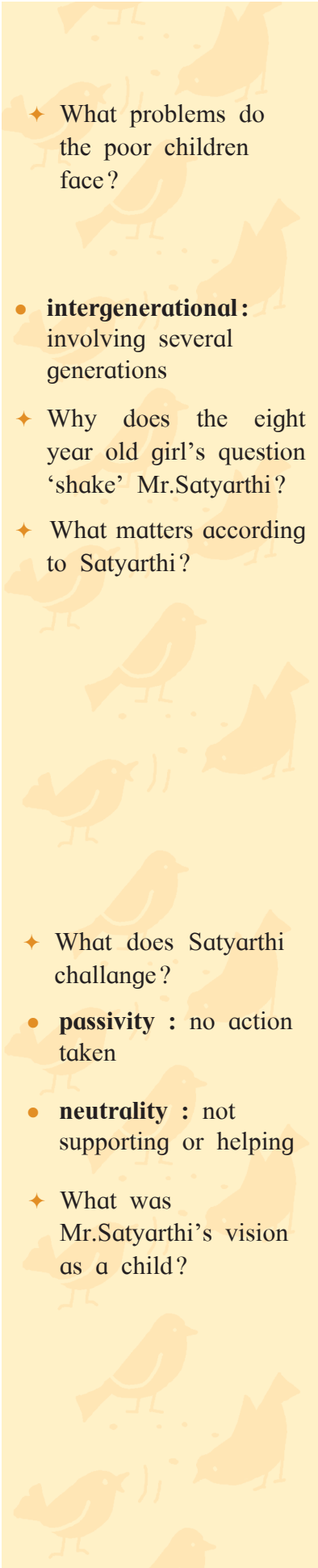
Part II

We can do it ...

You may ask that – what can one person do? I would recall a story of my childhood: A heavy fire had broken out in the forest. All the animals were running away, including lion, the king of the forest. Suddenly, then he saw a tiny bird rushing towards the fire. He asked the bird, "What are you doing?" To the lion's surprise, the bird replied "I am going to extinguish the fire." The lion laughed and said, "How can you do it keeping just one drop of water, in your beak?" The bird was adamant, and she said, "I am doing my bit."

Eighteen years ago, millions of individuals marched across the globe. And demanded a new international law for the abolition of worst form of child labour, and it has happened, we did it, millions of individuals did it.

Friends! We live in an age of rapid globalisation. We are connected through high-speed Internet. We exchange our goods and services in one single global market. Thousands of flights every day connect us from one corner to another corner of the globe. But there is one serious disconnect and there is a lack of **compassion**. Let us **inculcate** and transform these individuals' compassion into a global compassion. Let us globalise compassion.

Mahatma Gandhi said, "If we are to teach real peace in this world... we shall have to begin with

- **confronting :** facing and attacking

✦ What lesson does the story of the lion and the tiny bird teach us?

✦ What did millions of individuals demand eighteen years ago?

- **compassion :** pity and concern for those suffering

- **inculcate :** develop by instructing

the children." I humbly add, let us unite the world through the compassion for our children.

I ask – Whose children are they who stitch footballs, yet never played with one?

Whose children are they who harvest cocoa, yet have never tasted chocolate?

Whose children are they who are dying of Ebola?

Whose children are they who are kidnapped and held hostage?

They are all our children.

I remember an eight-year-old girl we rescued from **intergenerational** forced labour from stone quarries. When she was sitting in my car right after her rescue, she asked me: "Why did you not come earlier?"

Her angry question still shakes me – and has the power to shake the whole world. Her question is for all of us. What are we doing? What are we waiting for? How many girls will we allow to go without rescue?

Children are questioning our inaction and watching our actions.

We need collective actions with a sense of urgency.

Every single minute matters, every single child matters, every single childhood matters.

Therefore, I challenge the **passivity** and pessimism surrounding our children. I challenge this culture of silence and this culture of passivity, this culture of **neutrality**.

I call upon all the governments, intergovernmental agencies, businesses, faith leaders, workers, teachers and NGOs, and each one of us, to put an end to all forms of violence against children. Slavery, trafficking, child marriages, child labour, sexual abuse, and illiteracy these things have no place in any civilised society.

Friends, we can do this. Governments must make child-friendly policies, and invest in education and

✦ What problems do the poor children face?

● **intergenerational:** involving several generations

✦ Why does the eight year old girl's question 'shake' Mr.Satyarthi?

✦ What matters according to Satyarthi?

✦ What does Satyarthi challange?

● **passivity :** no action taken

● **neutrality :** not supporting or helping

✦ What was Mr.Satyarthi's vision as a child?

young people. Businesses must be more responsible, accountable and open to **innovative** partnerships. Intergovernmental agencies must work together to accelerate action. Global civil society must rise above the business-as-usual and **fragmented agendas**. Faith leaders and institutions, and all of us must stand with our children.

We must be bold, we must be ambitious, and we must have the will. We must keep our promises.

Over fifty years ago, on the first day of my school, I met a cobbler boy, my age sitting outside the gate of my school. I asked my teachers: "Why is he working outside? Why is he not with us in the school?" My teachers had no answer. One day, I gathered the courage to ask the boys' father. He said: "Sir, I have never thought about it. We are born to work."

His answer made me angry. It still makes me angry.

As a child, I had a vision of tomorrow. A vision of that cobbler boy sitting with me in my classroom.

Now, that tomorrow has become TODAY.

I am TODAY, and you are TODAY. TODAY it is time for every child to have a right to life, right to freedom, right to health, right to education, right to safety, right to dignity, right to equality, and right to peace.

TODAY, beyond the darkness, I see the smiling faces of our children in the blinking stars. TODAY, in every wave of every ocean, I see my children are playing and dancing. TODAY, in every plant, in every tree, and mountain, I see our children growing freely with dignity.

Friends, I want you to see and feel this TODAY inside you.

My dear sisters and brothers, as I said many interesting things are happening today. May I please request you to put your hand close to your heart – close your eyes and feel the child inside you?

- **innovative :** having new advanced ideas or methods
- **fragmented:** split up or disunified
- **agenda:** a plan of things to be done to be solve a problem

✦ What was the response of the boy's father? What was Satyarthi's reaction to it?

✦ What is your vision of tomorrow?

✦ What rights should every child have, in our times?

✦ What does Mr. Satyarthi request the listeners to do?

- **democratise :** make democratic
- **exploitation :** take undue advantage of

✦ According to Mr.Satyarthi, who are calling on us?

I am sure you can – Now, listen to that child. Listen please.

Today, I see thousands of Mahatma Gandhis, Nelson Mandelas and Martin Luther Kings calling on us.

Let us **democratise** knowledge. Let us universalise justice. Together, let us globalise compassion!

I call upon you in this room, and all across the world. I call for a march from **exploitation** to education, I call for a march from poverty to shared prosperity, a march from slavery to liberty, and a march from violence to peace.

Let us march from ignorance to awakening. Let us march from darkness to light. Let us march from mortality to divinity.

Let us march!

- (*Nobel Acceptance Speech by Kailash Satyarthi*)

ENGLISH WORKSHOP

1. Name the following.

(a) The persons to whom Kailash Satyarthi gives the highest credit of his honour –

(b) The greatest personalities from the land of Buddha –

(c) The 'Daughters' of Kailash Satyarthi mentioned in his speech–

(d) The foreign activists of equal rights, mentioned in the speech –

2. Mention the social issues highlighted by Kailash Satyarthi in his speech. One social issue is given for you.

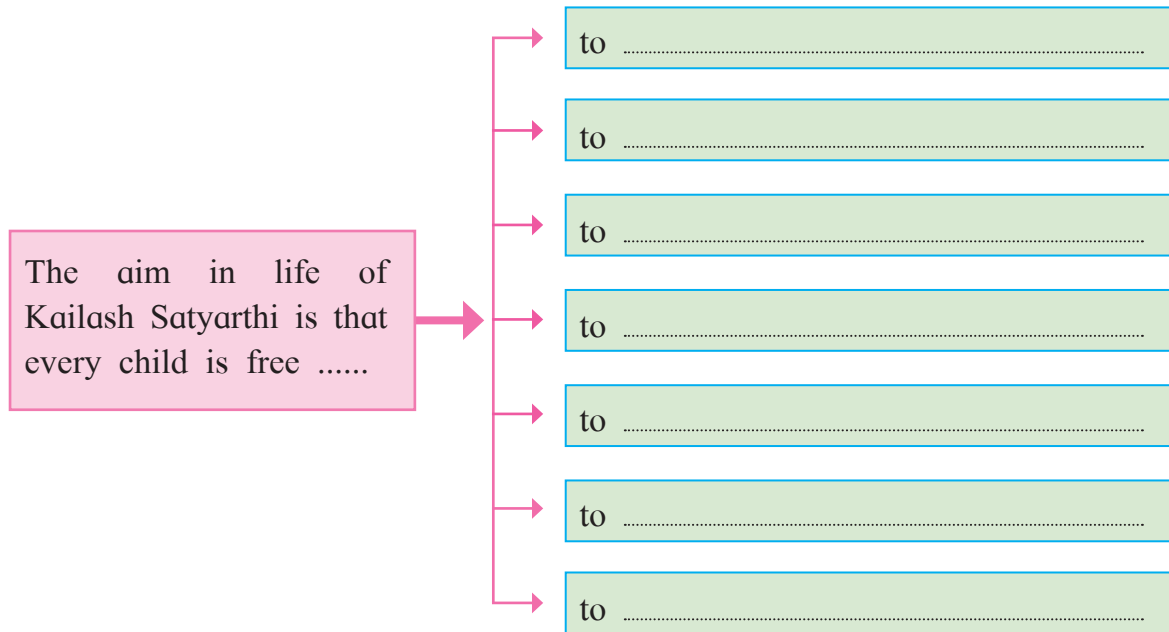
(a) Child labour

(b) ....

(c) ....

(d) ....

(e) ....

3. Complete the following diagram/chart.

4. Complete the following web-chart.

5. Find out the describing words used for the following nouns and make your own sentences by using any three combinations.

(a) .... sacrifice

(b) .... faces

(c) .... militia

(d) .... challenge

(e) .... globalisation

(f) .... agencies

6. Choose the correct option and write in front of the given word.

(a) divinity : ....

(i) goodness (ii) godliness (iii) god-fearing

(b) extremist : ....

(i) militant (ii) robber (iii) spy

(c) culminate : ....

(i) destroy (ii) succeed (iii) rise to a peak

7. (A) What will you do in the following situations?

(a) If you see a child working in a restaurant

....

(b) If you find a child working at a construction site

....

(c) If you find a child working at a brickwork site

....

(d) If you come across a beggar child

....

(B) Write any 2 efforts that you can make to enrol deprived children/ out of school children into a school. One is given for you.

(a) I will persuade parents of such children to send them to school.

(b) ....

(c) ....

(d) ....

(e) ....

8. Today, it is time for every child to have a right to –

education, ... , ...

.... , ... , ...

.... , ... , ...

9. Make a list of Indian Nobel Laureates.

(a) ....

(b) ....

(c) ....

10. Make a list of prestigious awards in India.

Civilian Awards	Highest Gallantry Awards
(a) Bharat Ratna	(a) Paramveer Chakra
(b)	(b) ....
(c)	(c) ....
(d)	(d) ....
(e)	(e) ....

11. Make meaningful sentences by using the following phrases.

(a) in the pursuit of (b) to be afraid of (c) to give up

12. Write minimum 5 hidden words of more than 4 letters from– 'intergovernmental'

13. Imagine your school invites Malala to preside over celebration of 'Children's Day'. Draft a welcome speech for this noble young girl. Gather her biodata from the Internet.

14. Use the same words as a noun and a verb to make meaningful sentences.

March, honour, credit, stitch

Language Study

1. (a) Match the sentences given in part 'A' with the sentences given in part 'B'. Note the differences in structure.

'A' Part	'B' Part
(1) He was kidnapped by an extremist militia.	(a) They forced the child to kill his friends and family.
(2) The child was forced to kill his friends and family.	(b) An extremist militia kidnapped him.

(b) Observe the following underlined phrases. Here 'have/has' are followed by the past participle form of the verb. This construction indicates the perfect present tense. Find more such sentences from the speech.

(1) We <u>have made</u> progress in the last couple of decades.

(2) We <u>have prevented</u> millions of child deaths.

(3) It <u>has happened</u>.

(4) ....

(5) ....

(6) ....

(c) In the following sentences the underlined words are called infinitives. Find such examples from the speech and underline the infinitives.

(1) Every child is free to grow.

(2) I refuse to accept that all the laws and constitutions, police and judges are unable to protect our children.

(3) ....

(4) ....

(5) ....

(6) ....

(d) Pick from the lesson, the Antonyms of

- ignorance × ....
- deny × ....
- well-known × ....
- immortality × ....
- violence × ....
- slavery × ....

(e) Do as directed.

(i) Make nouns of the following.

deliberate	**deliberation**	organise	....	extreme	....
prescribe	....	violent	....	educate	....
distant	....	tolerant	....	globalise	....

(ii) Make verbs of the following.

democractic	**democratise**
universal	....
global	....

(f) Change the following sentences to the other Degrees of Comparison, without changing meaning.

(a) The biggest challenge knocking on the doors of human kind is fear and intolerance.

(i) No other challenge knocking ....
as big as ....

(ii) Fear and intolerance are bigger ....
....

(b) The Nobel Prize is one of the greatest honours in the world.

(i) Very few honours ....

(ii) The Nobel Prize is greater than ....
....

Types of Sentences

A sentence is a group of words that expresses a complete idea. Sentences can be classified in various ways. The following is a classification of sentences.

(i) **Assertive sentence (Statement) :** A sentence that makes a statement or assertion.
For example, 'There are many villages in India.'

(ii) **Interrogative sentence :** It is a sentence that asks a question. It has two sub-types.

Yes/no Interrogative sentence :
It generally begins with a helping verb or an auxiliary verb and can be answered by saying 'Yes' or 'No'. For example, 'Are you coming with us?'
Wh-Interrogative sentence : It begins with a wh- word, such as 'who' and 'why' and cannot be answered by saying 'yes' or 'no'.
For example, 'What is the time?'

(iii) **Imperative sentence :** It expresses commands, requests etc. It generally begins with a verb.
For example, 'Open your books'.

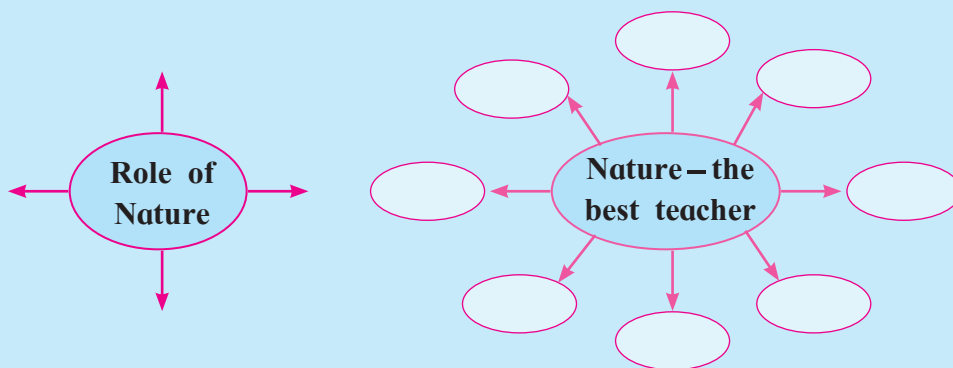
(iv) **Exclamatory sentence :** It expresses a strong feeling.
For example, 'How swiftly the river flows!' 'What a shame !'

3.5 The Alchemy of Nature

Warming up!

Chit-Chat

1. Divide the class into five groups. Discuss in the group the following points. Give one point to each group.
   (a) Seeds regerminate from another seed.
   (b) Plants and flowers wilt and become one with the earth.
   (c) Cactii thrive in the desert region.
   (d) Bare nature turns green in spring.
   (e) Caterpillar turns into butterfly.
   Each group will present their discussion in front of the class.

2. Role of Nature
   Discuss in pair, the role played by nature and complete the web diagram.

3. Look at the following things. Discuss with your friend, what you learn from them.
   (a) A bee ....
   (b) An eagle ....
   (c) A creeper ....
   (d) The river ....
   (e) Rainfall ....
   (f) Sun ....

The Alchemy of Nature

To see a world in a grain of sand
And a heaven in a wild flower,
Hold infinity in the palm of your hand
And eternity in an hour

- William Blake

We **instinctively** turn to outdoor activities and nature as a way of relaxing and enhancing our wellbeing. Nature soothes and nurtures. Nature fulfils and motivates. Nature whispers and commands.

Are you listening?

When I do, it leaves me in complete **awe**.

We have a hibiscus plant in our garden. Every fortnight a flower blooms on it – big, bright and tender. Through the day it smiles with the sun and dances with the wind, but as evening approaches, it starts **wilting**. The morning after, it **withers** completely and by evening it falls and becomes one with the earth again. The flower comes to life only for a day, yet it does so in full **splendour**. What if we too lived our life, however short, to its fullest?

We went to a rocky beach and saw the spread of the majestic ocean and the rocks alongside, carved, sculpted and shaped by the water. Water is so gentle, rock so hard, yet, as the water flows over it every day, for years, the rock gives in. It takes the shape that the water commands. Our problems are so **colossal** and we are so small, yet if we persist...

We saw small bits of grass peeping through the small cracks in a concrete pavement. It left us thinking : however impossible things may look, there is always an opening...

We saw a tree bare of all leaves in the cold winter months. We thought its chapter was over. But three months passed, spring set in and the tree was back to its green majesty once again, full of leaves, flowers, birds and life. What if we too had the

- **instinctively :** by natural instinct
- ✦ Explain the line - 'Nature whispers and commands'
- ✦ What smiles with the sun and dances with the wind?
- **awe :** a feeling of respect with wonder
- ✦ What lesson do we learn from the hibiscus plant?
- **wilting :** to dry and droop
- **withers :** dries and decays
- ✦ What kind of rock did the author find on the beach?
- **splendour :** grand appearance
- **colossal :** extremely large
- ✦ The rock is hard, but is it dominating? Give reason for your answer.
- ✦ In what condition was the tree in cold winter month?
- ✦ What do we learn from small bits of grass?

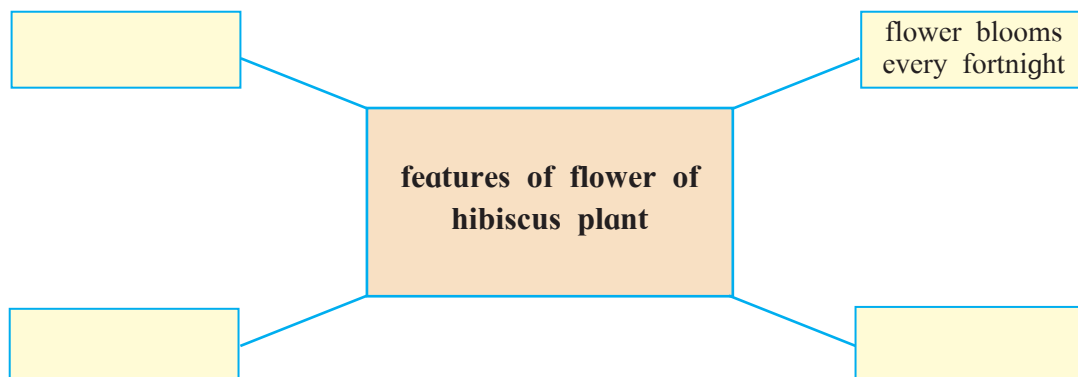
- **conviction :** strong belief
- ✦ What do we find in the infinite sky?
- **lugging :** carry or drag with great efforts
- **frail feelers :** weak legs
- **unhindered :** not hindered or obstructed
- **alchemy :** mysterious power or magic that can change things
- ✦ How can learning from nature help human beings?

conviction that, however difficult things are right now, it will not remain so for ever. Remember, this too shall pass.

We saw an army of ants **lugging** a fly which was at least ten times the ant's size. The ants organized themselves around the fly, lifted it on **frail feelers** and carried it to quite a distance. Their teamwork and perseverance were impressive. What if we too are consistent, organized, focused...Spider webs are delicate, yet very strong. A rainbow colours the entire sky. Oysters take in a grain of sand they open up with a pearl. Innumerable stars shine across the infinite sky. Clouds take new shapes with every passing moment. The wind makes trees dance with **unhindered** passion. Water, without hint of ego, changes its form according to the dictates of the sun and the wind. When we see a caterpillar turn into a butterfly, a flower turn into a fruit, we experience the **alchemy** of nature... we touch it and become gold ourselves.

- Raksha Bharadia

ENGLISH WORKSHOP

1. Go through the text again and complete the web that highlights the various features of flower of 'hibiscus' plant. One is done for you.

2. **The writer explains the contrasting features of 'water' and 'rock' in the text. Write all the features of both water and rock in the given table.**

Water	Rock
1.	1.
2.	2.
3.	3.
4.	4.

3. **Impossible itself says 'I M possible'. Do you agree? Justify your answer by citing some examples from the text and some that you have experienced or heard from someone.**

4. **Find synonyms from the text for the following words/phrases.**
   (a) strong feeling of fear or respect
   (b) to direct authoritatively
   (c) to peer through
   (d) large and impressively beautiful
   (e) easily broken or damaged

5. **How can you prove this maxim to be incorrect - 'Too many cooks spoil the broth'. Write a counterview on the given topic. (Clue-Teamwork)**

6. **Make a list of all the words related to the word 'ocean'.**
   • fishers • salty • .... • .... • .... • ....

7. **The author has very positively described the different things in nature. Discuss with your partner the special features of each one of them. Add on the list.**

Part of Nature	Special Feature	Value Learnt
1. Water	....	....
2. Rainbow	....	....
3. Caterpillar	....	....
4.	....	....
5.	....	....
6.	....	....
7.	....	....
8.	....	....
9.	....	....
10.	....	....

8. **Your friend has his board exam. He studies for 14 hours a day sitting at one place. Write a letter to him giving him tips to relax and be stressfree.**

9. **You have an Environment Protection Week to be celebrated in your school. You have invited an environmentalist. You have to interview him/her about how to save environment. Frame about 10-12 questions for the interview.**

10. **Write a news report on the 'Environment Day' celebrated in your school.**

11. **Develop a story with the given ending. Give a suitable title and moral.**

.... and so, Aditi decided to plant more trees.

12. **Just For Laughs!**

- Divide the class into two groups. On 12 to 15 slips of paper, Group A writes 12 to 15 conditional clauses beginning with 'If'.

  (For example, If I work very hard, ...)

  Group B write 12 to 15 main clauses.)

  (For example, I would/shall have a pizza.)

  Now, one student from Group 'A' reads the first conditional clause (possibility) and one student from Group 'B' reads the first main clause. It forms crazy sentences, just for laughter and fun. ENJOY !

Language Study

1. **Match the pairs of Antonyms.**

Words		Antonym
1. gentle	(a)	possible
2. impossible	(b)	small
3. colossal	(c)	strong
4. short	(d)	easy
5. difficult	(e)	hard
6. delicate	(f)	long

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....

2. **Complete the table.**

Noun	Verb	Adjective	Adverb
1.	....	strong	....
2. passion	×	....	....
3.	change	....	×
4.	....	....	organizedly

Be A Netizen

(a) Read the extract and underline the words which suggest that the emails are fast, cheap and an easy communication tool.

Email stands for electronic mail. Slowly and gradually email has replaced the ordinary postal mails or snail mails.

Having an email address is like having a postal address in a global village of internet. If you do not have one, you do not exist in today's virtual world.

The reasons for popularity of email are many. Emails can be archived, saved, retrieved and e-mail is eco-friendly as people rarely take print outs of the mails. The main reason is its ease of access as anybody can access it on phone at the cost of cheap internet, anytime, anywhere.
Email writing is easy but its different from writing text messages. Text Message is informal and a rapid sharing of thoughts between two acquaintances. Emails are written and read by professionals, however, both arrive in Inbox.

Like a citizen has his own home address, let's sign up for the email and be a netizen. There are many free email service providers like Google, Yahoo, Outlook, Rediff, iCloud etc.

(b) Follow these five simple steps to write an effective email. Click Compose to start writing email.

STEPS FOR WRITING A FORMAL E-MAIL:

1. Begin with a greeting.
   Example: "**Dear Sunil**", "**Dear Sir/Madam**"
2. Thank the recipient.
   If you are replying, say "**Thank you for contacting**", If you got a reply, say "**Thank you for your prompt reply**"
3. State your purpose.
   For new email, begin by saying "**I am writing in reference to**.."
4. Add your closing remarks.
   Example: "**Thank You for**…", "**I look forward to hearing from you**."
5. End with a closing.
   Example: "**Best Regards, Sincerely, Thanks and Regards** etc.,"

- **Steps for sending an email:**

1. Write proper mail ID in '**To**'
2. Use a short and accurate '**subject**' line.
3. Click '**Send**' button to send the email.

Tip: You can view the sent mail in SENT folder.

(c) Read the following sample email formats and prepare your own.

Sample Email formats

SeizeMail.c
mail.seize.com/mail/inbox

Seize Mail

Search Mail

COMPOSE

Inbox (3)
Drafts
Sent
Trash
More Labels

To: New Era Book Publication

CC: Principal, Ideal High School, Sangli

BCC:

Subject: Order for books

Sir/ Madam,

We wish to place an order for the latest edition of the following books for our school library.

Name of the book	Writer	No. of Copies
Five Stories from Shakespeare	Charles Lamb	4
Adventures of Tom Sawyer	Mark Twain	3
Huckleberry Finn	Mark Twain	3
Three Men in a Boat	Jerome K Jerome	5
Treasure Island	R L Stevenson	3

We shall thank you to dispatch the above, by courier, at your earliest. Let us know the total amount for the books and courier charges. We shall transfer the same to your bank account through NEFT. Kindly also send your bank account details.

Thanking you.

Sincerely,

Librarian,
Ideal High School, Sangli

Send

SeizeMail.c
mail.seize.com/mail/inbox

Seize Mail

Search Mail

COMPOSE

Archive Spam Delete More 1 of 100

Inbox (3)
Drafts
Sent
Trash
More Labels

nepublication@seizemail.com 10:30 AM (1 hour ago)

Subject: Re: Your order for books

Sir/ Madam,

Thank you for placing the order for books with our firm. We shall dispatch them immediately on receiving the amount in our bank branch.

Bank A/c details:
A/c No. : 1234567890
Bank of Eurasia
Branch: Station Road, Pune
IFSC: BOE9876
MICR: 00213

With renewed thanks.

Sincerely,

Depot Manager,
New Era Publication

4.1 The World is Mine

Warming up !

Chit-Chat

1. Form groups and discuss the following turn by turn.
   (a) What do you often, complain to your parents/elders about ?
   (b) Name some of the things, you have in your possession, which your younger brother/sister does not have.
   (c) Name one thing that, at present, you are craving to possess, most of all ?
   (d) Read the translated Arabic proverb given below and discuss what it means to convey -
   'I complained that I had no shoes, until I met a man who had no feet'.

2. Read the poem below and fill in the gaps choosing the appropriate words, to make it meaningful. Also suggest a title of your own :-
   (hours / fall / flowers / at all / birthday / years / tears / shadows)

   - Count your garden by the ....
   Never by the leaves that ....
   Count your days by golden ....
   Don't remember clouds ....

   - Count your nights by stars, not ....
   Count your life with smiles, not ....
   And with joy, on every ....
   Count your age by friends not ....

2. Fill in the table on your own.

What makes me extremely happy? ☺	What makes me extremely sad ? ☹
•	• ....
•	• ....
•	• ....
•	• ....

3. Make the world a happy place by changing negative things into positive ones.

Sad world

1. hatred 2. injustice
3. poverty 4. intolerance
5. selfishness 6. fear 7. jealousy
8. enmity 9. differences 10. unrest
11. dirt 12. sorrow

→

Happy world

1. .... 2. justice
3. .... 4. ....
5. .... 6. .... 7. ....
8. .... 9. unity 10. ....
11. .... 12. ....

The World is Mine

Today on a bus, I saw a lovely girl with silken hair
I **envied** her, she seemed so gay, and I wished I was so fair
When suddenly she rose to leave, I saw her **hobble** down the **aisle**
She had one leg and wore a crutch, but as she passed – a smile
O God, forgive me when I **whine**
I have two legs, the world is mine

And then I stopped to buy some sweets, The lad who sold them had such charm
I talked with him, he seemed so calm, and if I were late, it would do no harm,
And as I left he said to me "I thank you, you have been so kind"
It's nice to talk with folks like you. You see, I'm blind
O God forgive me when I whine
I have two eyes, the world is mine

Later walking down the street, I saw a child with eyes of blue
He stood and watched the others play; it seemed he knew not what to do
I stopped a moment, then I said, why don't you join the others dear"
He looked ahead without a word, and then I knew he could not hear
O God forgive me when I whine
I have two ears, the world is mine

With legs to take me where I'll go
With eyes to see the sunset's glow
With ears to hear what I would know
O God forgive me when I whine
I'm blessed, indeed, the world is mine

– *Joy Lovelet Crawford*

- **envied :** was jealous of
- **hobble :** walk with a limp, unsteadily
- **aisle :** passage between two rows of seats
- **whine :** complain in a crying tone

✦ Describe the young girl in the bus.
✦ What did the speaker in the poem not realize while chatting with the young lad?
✦ Why did the blue-eyed boy not join the others in their game?
✦ What does the speaker thank God for?

ENGLISH WORKSHOP

1. Complete the following, after reading the poem.

(a) The poet saw a lovely girl hobble down ....

(b) The poet wanted to buy from the lad ....

(c) The poet told the boy to join others to play but he couldn't ....

(d) The poet requests .... to forgive him.

2. Match the following.

	(A)		(B)
(a)	The beautiful girl...	(i)	he can experience the beauty and gifts of his life.
(b)	The lad who was selling sweets...	(ii)	was hearing impaired.
(c)	The child, watching others play...	(iii)	was very thankful to the speaker in the poem.
(d)	The poet says 'The World is Mine' because...	(iv)	had a handicap in her legs.

(a) .... (b) .... (c) .... (d) ....

3. What does the poet mean when she says 'The World is Mine?' Explain the importance of the title with reference to the poem.

....

....

....

....

4. Answer in your own words.

(a) What is the theme of the poem?

(b) Do you think people with some handicap should beg for money? Justify your response.

(c) What is better?

(i) To completely take over the work and responsibility of a disabled person in order to help (OR)

(ii) Encourage such a person to do it himself/herself in a different way. Justify your choice.

5. Make a list of pairs of rhyming words from the poem.

(a) **For example,** Whine - mine, ... , ...

1. .... 2. ....

(b) The Rhyme scheme of the first two stanzas is ....

6. Pick from the poem lines which contain the Figures of speech.

(a) Inversion ....

(b) Interrogation ....

(c) Onomatopoeia ....

(e) Apostrophe ....

7. Pick out 4 lines that contain Imagery.

(a) ....

(b) ....

(c) ....

(d) ....

8. Among your classmates, one is unable to walk properly, the second one can't hear properly and the third one can't see this beautiful world. All of them are facing lots of difficulties in life. Compose a dialogue among them, about the problems and difficulties faced by them. You can take help of the following dialogue to expand your ideas.

Student 1 : Do you know, how many problems I have to face when I decide to go anywhere?

Student 2 : I can't hear anything.

Student 3 : So, sad! You both can't walk or hear but my problem is more serious than yours. You know, I can't see this beautiful world.

(Now continue in your notebook.)

9. Develop/Complete a story in your own words and suggest a title.

A polio victim and a strong, but visually challenged man, were friends. They wished to go to pay homage at a place of worship, three kilometres away. Now, continue the story and try to end it with a related moral/proverb.

....

....

....

....

....

....

....

....

....

....

....

10. Recite/Read your favourite or any English poem before the class. Take help of the following points while reciting the poem.

(a) Confidence and fluency

(b) Appropriate pronunciation and intonation

(c) Take proper pauses/stresses

(d) Proper voice and tone

(e) Pay attention to the music and rhythm of words and lines.

11. Translate into your medium of instruction.

(a) A disabled person should be respected in society.

(b) A true friend ignores your weaknesses, corrects you and encourages you to make full use of your strengths.

(c) One cannot change everything that one faces; but nothing can be changed unless one faces it.

12. Write a letter to your father requesting him to attend the social and cultural gathering of your school. Take help of the points given below.

(a) Social and cultural gathering a mega event.

(b) Varieties of activities conducted in the gathering.

(c) Your participation in two or three activities.

(d) Need to boost your confidence.

13. Project :

Divide the class into groups and conduct a poster-making competition for an Eye/Blood Donation Camp. Fix up the details of the above camp, like time, place etc.

4.2 Bholi

Warming up!

Chit-Chat

1. Discuss the following in your groups.
   (a) Various social evils that exist in • big cities • small towns • villages.
2. Very few youngsters like to take up social work as a career. Discuss reasons why they do not take it up seriously.

1. Adjectives and some Adverbs can be used in three degrees of comparison.

   Positive - For example, cold, tall, heavy, fast, beautiful, little

   Comparative - For example, colder, taller, heavier, faster, more beautiful, less

   Superlative - For example, coldest, tallest, heaviest, fastest, most beautiful, least

   Fill in the Table

	Positive	Comparative	Superlative
1.	simple	....	....
2.	....	prettier	....
3.	....	....	deepest
4.	intelligent	....	....
5.	....	better	....
6.	....	....	most affectionate
7.	young	....	....
8.	....	nearer	....
9.	....	....	quickest
10.	....	....	most

2. Pick out Hindi words used in the story written in English. Give their English alternative.

   (a) Bholi - simpleton
   (b) ....
   (c) ....
   (d) ....
   (e) ....

3. Write three advantages and three drawbacks for each of the following.

	Advantages	Drawbacks
City Life	1. 2. 3.	1. 2. 3.
Village Life	1. 2. 3.	1. 2. 3.

Bholi

K.A.Abbas (1914-1987) was an Indian film director, novelist, screenwriter and a journalist in the Urdu, Hindi and English languages. His films won National Awards. He is considered one of the pioneers of Indian parallel or neo-realistic cinema. His column 'Last Page' holds the distinction of being one of the longest running columns in the history of Indian Journalism.

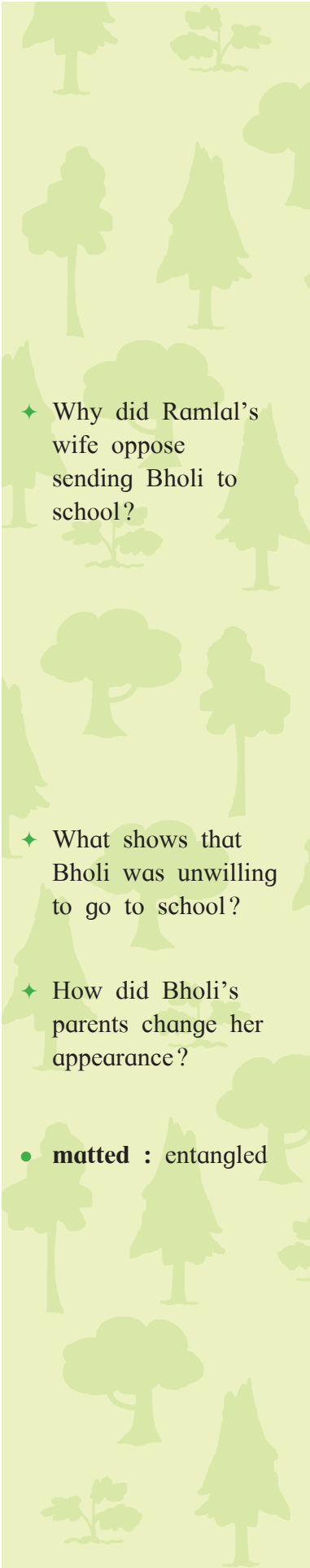
Part I

Her name was Sulekha but since her childhood everyone had been calling her Bholi the simpleton.

She was the fourth daughter of Numberdar Ramlal. When she was ten months old, she had fallen off the cot on her head and perhaps it had damaged some part of her brain. That was why she remained a backward child and came to be known as Bholi, the **simpleton**.

At birth the child was very fair and pretty. But when she was two years old, she had an attack of small pox. Only the eyes were saved. But the entire body was permanently **disfigured** by deep black **pockmarks**. Little Sulekha could not speak till she was five and when at last she learnt to speak, she **stammered**. The other children often made fun of her and mimicked her. As a result, she talked very little.

Ramlal had seven children, three sons and four daughters and the youngest of them was Bholi. It was a prosperous farmer's household and there was plenty to eat and drink. All the children except Bholi were healthy and strong. The sons had been sent to the city to study in schools and later in colleges. Of the daughters Radha, the eldest had already been married. The second daughter Mangla's marriage had also been settled Ramlal would think of third Champa. They were good looking, healthy girls. And it was not difficult to find bridegrooms for them.

But Ramlal was worried about Bholi. She had neither good looks nor intelligence.

- **simpleton :** one who can be easily decieved to believe anything
- **Numberdar :** an official who collects revenue
- **disfigured :** spoiled

Think and discuss:

- ✦ appearance of Bholi
- ✦ Ramlal's decision to admit her to school

- **pockmarks :** permanent marks left on the skin
- **stammer :** speech defect

Bholi was seven years old when Mangla was married. The same year a primary school for girls was opened in their village. The Tehsildar sahib came to perform its opening ceremony. He said to Ramlal, ‘‘As a revenue official you are the representative of the government in the village and so you must set an example to the villagers. You must send your daughter to school.’’

That night when Ramlal consulted his wife. She cried, ‘‘Are you crazy? If girls go to school, who will marry them?’’

But Ramlal had not the courage to disobey the Tehsildar. At last his wife said, ‘‘I will tell you what to do. Send Bholi to school. As it is there is little chance of her getting married, with her ugly face and lack of sense. Let the teachers at school worry about her.’’

The next day Ramlal caught Bholi by the hand and said. ‘‘Come with me. I will take you to school.’’ Bholi was frightened. She did not know what a school was like. She remembered how a few days ago their old cow. Lakshmi had been turned out of the house and sold.

‘‘N-n-n-n No. no-no-no’’ she shouted in terror and pulled her hand away from her father’s grip.

‘‘What’s the matter with you, you fool?’’ shouted Ramlal, ‘‘I am only taking you to school.’’ Then he told his wife. ‘‘Let her wear some decent clothes today. Or else what will the teachers and the other schoolgirls think of us when they see her?’’

New clothes had never been made for Bholi. The old dresses of her sisters were passed on to her. No one cared to mend or wash her clothes. But today she was lucky to receive a clean dress which had shrunk after many washing and no longer fitted Champa. She was even bathed and oil was rubbed into her dry and **matted** hair. Only then did she begin to believe that she was being taken to a place better than her home!

When they reached the school, the children were already in their classrooms. Ramlal handed over his daughter to the headmistress. Left alone, the poor girl

- Why did Ramlal’s wife oppose sending Bholi to school?
- What shows that Bholi was unwilling to go to school?
- How did Bholi’s parents change her appearance?

- **matted** : entangled

looked about her with fear laden eyes. There were several rooms. And in each room girls like her **squatted** on mats, reading from books or writing on slates. The headmistress asked Bholi to sit down in a corner in one of the classrooms.

Bholi did not know what exactly a school was like and what happened there. But she was glad to find so many girls almost of her own age present there. She hoped that one of these girls might become her friend.

The lady teacher who was in the class was saying something to the girls but Bholi could understand nothing. She looked at the pictures on the wall. The colours fascinated her. The horse was brown just like the horse on which the Tehsildar had come to visit their village: the goat was black like the goat of their neighbour: the parrot was green like the parrots she had seen in the mango orchard: and the cow was just like their Lakshmi. And suddenly Bholi noticed that the teacher was standing by her side, smiling at her.

"What's your name. little one?"

''Bh-Bho-Bho.'' She could stammer no further than that.

Then she began to cry and tears flowed from her eyes **in a helpless flood**. She kept her head down as she sat in her corner, not daring to look up at the girls who, she knew were still laughing at her.

When the school bell rang. All the girls **scurried** out of the classroom. But Bholi dared not leave her corner. Her head still lowered. She kept on sobbing.

''Bholi.''

The teacher's voice was so soft and soothing! In all her life she had never been called like that. It touched her heart.

''Get up.'' said the teacher. It was not a command, but just a friendly suggestion. Bholi got up.

''Now tell me your name.''

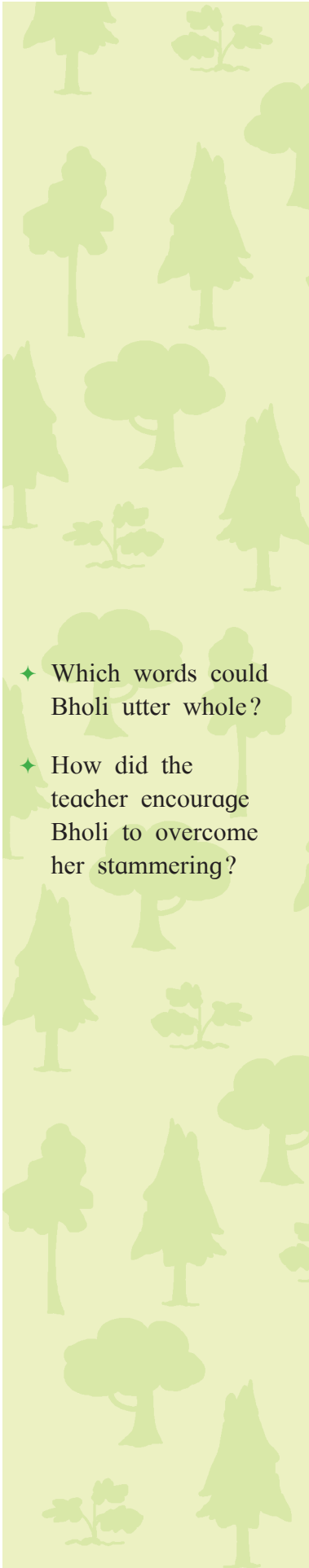
Sweat broke out over her whole body. Would her stammering tongue again disgrace her? For the sake

- **squatted :** sat on their heels

✦ What made the class attractive to Bholi?

✦ Why did Bholi feel ashamed?

- **in a helpless flood :** uncontrolled flow of tears
- **scurried :** ran or moved away in a hurry

✦ How would you describe the teacher's attitude towards Bholi? Give 3 to 4 points.

✦ Which words could Bholi utter whole?

✦ How did the teacher encourage Bholi to overcome her stammering?

of this kind woman. However she decided to make an effort. She had such a soothing voice: she would not laugh at her.

''Bh-Bh-Bho-Bho-,'' she began to stammer.

''Well done, well done.'' The teacher encouraged her. ''Come on now – the full name?''

''Bh-Bh-Bho-Bholi.'' At last she was able to say it and felt relieved as if it was a great achievement.

''Well done.'' The teacher patted her affectionately and said. ''Put the fear out of your heart and you will be able to speak like everyone else.''

Bholi looked up as if to ask. 'Really?'

''Yes, yes, it will be very easy. You just come to school everyday, will you come?''

Bholi nodded.

''No. say it aloud.''

''Ye-Ye-Yes.'' And Bholi herself was astonished that she had been able to say it.

''Didn't I tell you? Now take this book.''

The book was full of nice pictures and the pictures were in colour dog, cat, goat, house, parrot, tiger and a cow just like Lakshmi. And with every picture was a word in big black letters.

''In one month you will be able to read this book. Then I will give you a bigger book, then a still bigger one. In time you will be more learned

than anyone else in the village. Then no one will ever be able to laugh at you. People will listen to you with respect and you will be able to speak without the slightest stammer. Understand? Now go home, and come back early tomorrow morning”

Bholi felt as if suddenly all the bells in the village temple were ringing and the trees in front of the school house had blossomed into big red flowers. Her heart was throbbing with a new hope and a new life.

Part II

Thus the years passed.

The village became a small town. The little primary school became high school. There were now a cinema under a tin shed and a cotton **ginning** mill. The mail train began to stop at their railway station.

One night, after dinner, Ramlal said to his wife, “Then, shall I accept Bishamber’s proposal?”

“Yes, certainly” his wife said. “Bholi will be lucky to get such a well to do bridegroom. A big shop, a house of his own and I hear several thousands in the bank. Moreover, he is not asking for any dowry”.

“That’s right, but he is not so young, you know—almost the same age as I am—and he also limps. Moreover, the children from his first wife are quite grown up”.

“So what does it matter?” his wife replied. “Forty five or fifty—it is no great age for a man. We are lucky that he is from another village and does not know about her pockmarks and her lack of sense. If we don’t accept this proposal, she may remain unmarried all her life.”

“Yes, but I wonder what Bholi will say”.

“What will that witless one say? She is like a dumb cow.”

“May be you are right”, muttered Ramlal.

In the other corner of the courtyard, Bholi lay awake on her cot, and listened to her parents’ whispered conversation.

- **ginning :** separating raw cotton from its seeds

✦ What were the drawbacks of Bishamber, as a bridegroom?

✦ Why were Bholi’s parents eager to accpet Bishamber’s proposal for marriage?

Bishamber Nath was a well-to-do grocer. He came with a big party of friends and relations with him for the wedding. A brass band playing a popular tune from an Indian film headed the procession, with the bridegroom riding a decorated horse. Ramlal was overjoyed to see such pomp and splendour. He had never dreamt that his fourth daughter would have such a grand wedding. Bholi's elder sisters who had come for the occasion were **envious** of her luck.

- **envious** : jealous

When the auspicious moment came the priest said, "Bring the bride".

Bholi, clad in a red silken bridal dress, was led to bride's place near the sacred fire.

"Garland the bride," one of his friends prompted Bishamber Nath.

The bridegroom lifted the garland of yellow marigolds. A woman slipped back the silken veil from the bride's face. Bishamber took a quick glance. The garland remained **poised** in his hands. The bride slowly pulled down the veil over her face.

- **poised** : in a fixed position

✦ Why did the bridegroom refuse to garland Bholi?

"Have you seen her?" said Bishamber to the friend next to him. "She has pockmarks on her face."

"So what? You are not young either."

"Maybe. But if I am to marry her, her father must give me five thousand rupees."

Ramlal went and placed his turban – his honour – at Bishamber's feet. "Do not **humiliate** me so. Take two thousand rupees."

- **humiliate** : put to shame

"No. Five thousand, or we go back. Keep your daughter."

"Be a little considerate, please. If you go back, I can never show my face in the village."

"Then out with five thousand."

Tears streaming down his face, Ramlal went in, opened the safe and counted out the notes. He placed the bundle at the bridegroom's feet.

On Bishamber's greedy face appeared a triumphant smile. He had gambled and won. "Give me the garland," he announced.

Once again the veil was slipped back from the bride face but this time her eyes were not **downcast**. She was looking up, looking straight at her **prospective** husband, and in her eyes there was neither anger nor hate, only cold **contempt**.

Bishamber raised the garland to place it round the bride's neck but before he could do so, Bholi's hand struck out like a streak of lightening and garland was flung into the fire. She got up and threw away the veil.

"Pitaji" said Bholi in a clear loud voice; and her father, mother, sisters, brothers, relations and neighbours were **startled** to hear her speak without even the slightest stammer.

"Pitaji", take back your money. I am not going to marry this man."

Ramlal was thunderstruck. The guests began to whisper, "So shameless! So ugly and so shameless!"

"Bholi, are you crazy?" shouted Ramlal. "You want to disgrace your family? Have some regard for out *izzat*!"

"For the sake of your *izzat*," said Bholi, "I was willing to marry this lame old man. But I will not have such a **mean**, greedy and **contemptible** coward as my husband. I won't, I won't, I won't."

What a shameless girl! We all thought she was a harmless dumb cow."

Bholi turned violently on the old woman, "Yes, Aunty, you are right. You all thought I was a dumb-driven cow. That's why you wanted to hand me over to this heartless creature. But now the dumb cow, the stammering fool, is speaking. Do you want to hear more?"

Bishamber Nath, the grocer, started to go back with his party. The confused bandsmen thought this was the end of the ceremony and struck up a closing song.

Ramlal stood rooted to the ground, his head bowed low with the weight of grief and shame.

The flames of the sacred fire slowly died down.

- **downcast** : looking downwards
- ✦ What was the expression on Bholi's face?
- **prospective** : future
- **contempt** : hatred
- **startled** : shocked
- ✦ What shocked the family members?
- **mean** : wicked
- **contemptible** : hateful
- ✦ Besides the humiliation and grief, what was Ramlal afraid of?

✦ Name the artist and the masterpiece.

● **contemplating** : thinking about deeply

Everyone was gone. Ramlal turned to Bholi and said, "But what about you, no one will ever marry you now. What shall we do with you?"

And Sulekha said in a voice that was calm and steady, "Don't you worry, "Pitaji! In your old age I will serve you and mother and I will teach in the same school where I learnt so much. Isn't that right, Ma'am?"

The teacher had all along stood in a corner, watching the drama. "Yes, Bholi, of course," she replied. And in her smiling eyes was the light of a deep satisfaction that an artist feels when **contemplating** the completion of her masterpiece.

– K. A. Abbas

ENGLISH WORKSHOP

1. Complete the following sentences using the words given in the brackets.

(contemplating, humiliate, scurried, disfigured, envious, contemptible, matted, startled)

(a) After the accident, Juhi's face was ....

(b) It took a long time to straighten the .... bundle of wool.

(c) After class, students .... out for their lunch-break.

(d) One should never .... the disabled people.

(e) Nutan was .... of her sister, who won the 'Best Singer' award.

(f) Corruption is a .... act.

(g) We are .... seriously about buying a new apartment.

(h) I was .... to see a snake in my room.

2. The story focusses on some social problems and evil practices that are prevailing in the society. Read the text carefully and make a list of all social problems and evil practices. Discuss in the class to find some solutions to these problems. One is done for you.

Social problems and evil practices	Probable Solutions
1. Discrimination between a boy child and girl child.	1. Both must be treated equal at family, school and society levels
2.	2.
3.	3.
4.	4.

3. Fill in the boxes with proper letters so as to find various characters in the story by their specialities. One is done for you.

(a) N u m b e r d a r

(b) T _ _ c _ _ _

(c) _ _ h _ _ _ d _ _

(d) _ _ a d _ _ _ _ _ _ _ s

(e) _ a _ h _ _

(f) _ e _ _ h _ _ _ r

4. Glance through the story again and describe Bholi's character before and after her meeting with the teacher. Complete the table and then write two paragraphs describing the change seen in her character. One is done for you.

Before	After
1. She was called simpleton, children made fun of her and mimicked her.	1. She became confident and was able to utter her name.
2.	2.
3.	3.
4.	4.

5. Find synonyms from the story for the following words.

humiliate, repair, attracted, surely, fortunate, contentment

6. Expand the proverb in about 12 to 15 lines, 'Where there is a will, there is a way.'

Steps :

1. Explanation of the proverb in simple words.
2. Examples/Experiences to prove the proverbs.
3. Conclusion

7. Read the extract beginning from –

"Her name was Sulekha..... find bridegrooms for them." Narrate this extract in short, making Sulekha (Bholi) the narrator. Write it in your notebook. Begin with "I was named Sulekha ...."

8. Interview

Prepare a set of 10-12 questions that you would ask at an interview of a person who has strongly acted against social injustice and has achieved success inspite of a long struggle against so many odds in his/her life. Write them down in your notebook.

Language Study

1. Rewrite the following in Indirect speech. Do it in your notebook.

(a) "Put the fear out of your heart and you will be able to speak like everyone else". Bholi looked up as if to ask, "Really?"

(b) "Yes, certainly," his wife said, "Bholi will be lucky to get such a well-to-do bridegeroom."

(c) "What will that witless one say? She is like a dumb cow." May be you are right." muttered Ramlal.

(d) "Be a little considerate, please. If you go back, I can never show my face in the village." "Then out with five thousand."

(e) "Pitaji", Take back your money, I am not going to marry this man." "Bholi, are you crazy?" shouted Ramlal.

2. Rewrite the sentences given below as per the given Degree of Comparison without change of meaning.

(a) You are not as <u>young</u> as she is. (Comparative Degree)

(b) His fourth daughter's wedding was the <u>grandest</u> of all. (Positive)

(c) Bholi was <u>younger</u> than all his other daughters. (Superlative)

3. Correct the errors in the following sentences. Focus on verbs and subject.

(a) All children, except Bholi, was healthy and strong.

(b) Since childhood, everyone will have calling her Bholi.

(c) If girls goes to school, who will marry them?

(d) New clothes was never made for Bholi.

(e) The garland were flung into the fire.

(f) Do you wants to hear more?

(g) Aren't that right?

(h) I will teaches in the same school.

4.3 O Captain! My Captain!

Warming up!

Chit-Chat

1. Discuss the following with your classmates.
   - (a) What are the important games played in your school?
   - (b) Who are the captains of the various team-games? Name them.
   - (c) What is the role played by a team-games captain? What are his/her responsibilities?
   - (d) What is the role of a Captain of a ship? What are the responsibilities of a Captain of a ship?

1. In pairs find as many meaningful words as you can from the following grid within five minutes. You can find words horizontally and vertically. (Hint- The words are related to battles or battle-ships. For example, soldier
Achievement Scale.

5 to 6 words	7 to 9 words	10 to 12 words	13 to 15 words	16 or more words
Average	Good	Very Good	Excellent	Genius

a	o	s	u	k	t	u	h	n	r	o	o	x	t	w	y
v	v	o	y	b	g	e	k	p	c	q	u	b	s	l	p
q	s	q	p	c	c	n	u	p	l	s	b	o	a	r	d
n	d	j	b	r	a	v	e	d	g	f	g	z	i	g	n
e	f	p	g	u	a	r	s	k	x	u	r	n	l	t	k
x	n	a	v	i	g	a	t	i	o	n	n	c	o	h	j
s	l	m	q	s	s	a	l	u	t	e	k	r	r	v	s
t	g	n	f	e	x	g	t	y	s	r	p	b	f	i	o
e	j	y	w	h	b	n	t	a	g	a	f	z	t	c	l
e	c	o	m	p	a	s	s	n	a	l	i	g	h	t	t
r	h	c	n	q	t	n	g	c	w	n	i	j	k	o	q
v	t	p	d	n	t	b	c	h	d	n	l	p	c	r	t
r	s	g	n	p	l	t	z	o	j	m	a	r	t	y	r
s	o	l	d	i	e	r	w	r	n	t	w	q	g	c	p

O Captain! My Captain!

Walt Whitman (1819 - 1892) was an American poet, essayist and journalist. He was the most influential poet in the American canon, often called the father of 'free verse'. He breaks the boundaries of poetic form. He also used unusual images and symbols in his poetry.

The poem is an elegy to the speaker's recently deceased captain. While the nation is celebrating the victory of the battle, the speaker is mourning the loss of its great leader. The poem has a direct reference to the assasination of Abraham Lincoln after the American Civil war was won.

O Captain! My Captain! our fearful trip is done;
The ship has **weather'd every rack**, the prize we sought is won;
The port is near, the bells I hear, the people all **exulting**,
While follow eyes the steady **keel**, the vessel **grim** and daring:
But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! My Captain! rise up and hear the bells;
Rise up – for you the flag is flung – for you the bugle **trills**;
For you bouquets and ribbon'd **wreaths** – for you the shores
a-crowding;
For you they call, the swaying **mass**, their eager faces turning;
Here Captain! dear father!
This arm beneath your head;
It is **some dream** that on the deck,
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still;
My father does not feel my arm, he has no pulse nor will;
The ship is anchor'd safe and sound, its voyage closed and done;
From fearful trip, the victor ship, comes in with object won;
Exult, O shores, and ring, O bells!
But I, with **mournful tread**,
Walk the deck my Captain lies,
Fallen cold and dead.

– *Walt Whitman*

- **weather'd every rack :** overcome every difficulty
- **exulting :** rejoicing and celebrating
- **keel :** the strong base of a boat or ship which supports its entire framework
- **grim :** serious

✦ What is the location of the battle ship?

✦ How are the people waiting to welcome the captain of the ship?

✦ Why is the speaker filled with grief?

✦ In what state does the captain lie on the deck?

- **trills :** plays loudly
- **wreaths :** garlands
- **mass :** crowd of people
- **some dream :** here, something hard to believe
- **mournful :** very sorrowful
- **tread :** footsteps

ENGLISH WORKSHOP

1. Pick out from the poem all words related to 'Ship'. Make a list of them in a Word Register.

(a) Port (e) ....

(b) .... (f) ....

(c) .... (g) anchored

(d) .... (h) ....

2. Read the poem again and complete the following sentences.

(a) The Captain lies on the deck ....

(b) The Captain doesn't answer as ....

(c) Captain does not feel anything ....

(d) The bugle and flag are ....

3. The poem has a direct reference to the assasination of President Abraham Lincoln on 15th April, 1865, after the Civil War was won. Match the symbols/ images in Column A with what they refer to, in Column B.

A	B
1. the ship	(a) victory in the war
2. the fearful trip/voyage	(b) the President of USA
3. the port	(c) United States of America
4. the bells ringing	(d) lifeless/dead
5. Captain	(e) the deathly Civil War
6. anchored safe	(f) celebrating victory
7. no pulse, nor will	(g) peace after winning the war

(1) .... (2) .... (3) .... (4) ....

(5) .... (6) .... (7) ....

4. (A) The Figure of Speech ' Apostrophe' exists throughout the poem. Pick out lines where the poet directly addresses.

(a) the dead Captain
1. ....
2. ....

(b) the grief in his heart
1. ....
2. ....

(c) the sea-shore
1. ....
2. ....

(B) Find from the poem, one example of each of the following.

(a) Personification ....

(b) Alliteration ....

(c) Repetition ....

(d) Exclamation ....

(e) Tautology ....

(f) Antithesis ....

5. Find and answer in your own words.

(a) What are the signs of the people celebrating victory?

(b) The crowds on the shore are eagerly waiting to felicitate the Captain. How?

(c) What are the signs that the Captain has passed away?

(d) '.....dear father! This arm beneath your head...'

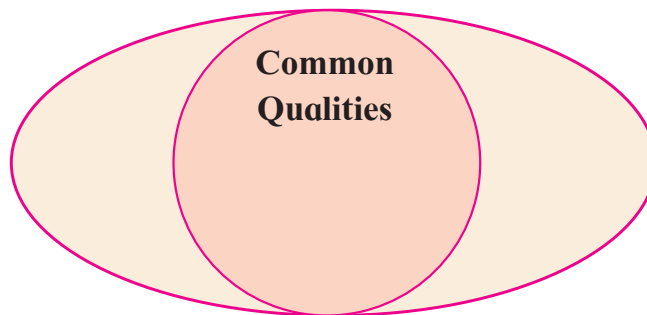
Why do you think the speaker in the poem puts his arm under the Captain's head?

(e) Describe the grief that the speaker in the poem feels at the death of his Captain.

6. Glance through the poem again to find who the speaker addresses in the first two stanzas and the last stanza.

7. Fill the qualities in the diagram given below.

Qualities of a Ship's Captain **Qualities of a Nation's Leader**

Common Qualities

1. courage 2. naval expert 3. integrity 4. visionary 5. confidence 6. humane 7. self-disciplined 8. sympathetic 9. leadership 10. foresight 11. knowledge of weather signs 12. positive attitude 13. role-model 14. selfless service 15. good administrator

8. Complete the following choosing from the alternatives.

(a) The rhyme-scheme of the poem is .... (aabbccdd/abcbdede/aabbcded)

(b) The line repeated in every stanza .... (O Captain! My Captain/Fallen cold and dead)

(c) The steady rhythm in the poem consists of a pattern of .... beats (Three/Four/Five)

(d) In the ....stanza the speaker does not address the captain (First/Second/Third)

(e) The type of poem is ....because it is composed in memory of a passed away personality. (sonnet, lyric, elegy)

9. The feeling of grief and pain of the speaker in this poem are comparable to those of a great Maratha leader, inspite of winning the battle at a fort in Maharashtra. Guess who the great Maratha leader was and the Captain who was killed in the battle. Write down other basic historical facts of the above.

10. The poem describes the sad demise of the Captain. How would you console the son of the Captain? Write a short paragraph using the points given below.

(a) Expressing grief on the death.

(b) An act of God.

(c) Words/sentences giving strengths and courage to face the situation.

(d) Add your own points.

11. Read the poem. Write an appreciation of the poem in about 12 to 15 sentences. (Refer to page no.5)

4.4 Unbeatable Super Mom – Mary Kom

Warming up !

Chit-Chat

1. Discuss in your class.
   Indian women who have made it to International Levels in sports and games. Discuss the following points about each of them.
   (a) Name of the sportsperson.
   (b) Sport or Game
   (c) Level reached
   (d) Outstanding achievements.
   (e) Awards/Prizes/Titles

1. Fill in the table.

Name of Sport/ Game	Place where played	Individual or Team Event	Sports Equipment
1. Boxing	Ring	Individual	Boxing gloves
2.			
3.			
4.			
5.			
6.			

2. Complete the Interview with an imaginary Captain of Ladies Cricket Team of your Town/City/State.

Interview

Interviewer : J Prasad (J. P.)

Captain : Vijetha Bhide (V. B.)

J. P. : Good Morning. We are simply privilleged and delighted to have the presence of the Captain of our State Women's Cricket Team, which won the final of the Inter State series in Mumbai, last week. Hello Vijetha, welcome to our show.

V. B. : Thank you for inviting me.

....

(Now continue the interview adding about 4 to 5 Questions/Answers and conclude it with a farewell message.)

Unbeatable Super Mom – Mary Kom

There had to be one successful story if Indians were to survive in sports and we have that story now. Enough has been said about this great warrior who conquered the world. This warrior is none other than Mary Mangte Kom – the Komqueror and the Komrade. She is famed as a five times World Boxing Champion and the only boxer to win a medal in every one of the six world championships. In the 2012 Olympics, she became the first Indian woman boxer to qualify and win a bronze medal in the 51 kg flyweight category of Boxing.

Kom was born in Kangthei village, Moirang Lamkhai in Churachandpur district of rural Manipur in eastern India. She came from a poor family. Her parents, Mangte Tonpa Kom and Mangte Akham Kom were tenant farmers who worked in **jhum** fields. Kom grew up in **humble surroundings**, helping her parents with farm related chores, going to school and learning athletics initially and later boxing simultaneously. Her father was a keen wrestler in his younger age.

She had an eager interest in athletics since childhood and the success of Dingko Singh a fellow Manipuri returned from the 1998 Bangkok Asian games with a gold medal, Kom recollects, had inspired many youngsters in Manipur to try boxing and she too thought of giving it a try.

Mary Kom's career started in 2000 after her victory in the Manipur State women's boxing championship and the regional championship in West Bengal. In 2001, she started competing at international level. She was only 18 years old when she made her international **debut** at the first **AIBA** Women's World Boxing Championship in United States, winning a silver medal in the 48 kg weight category. Her greatness is **reinforced** by the way she apoligized to the whole nation for not being able to win the Gold. She is **a legend** for sure and an idol for all the sportswomen to look up to.

✦ What was Mary Kom's exceptional achievement?

- **jhum :** farming, shifting cultivation
- **humble surroundings :** simple and poor conditions

✦ How did Kom's parents make a living?

✦ What has added to Kom's greatness as a boxing champion?

- **AIBA :** The Amateur International Boxing Association
- **debut :** first public appearance or performance
- **reinforced :** strengthened
- **a legend :** one who makes history

AN INTERVIEW

- **elation** : great joy
- **sink in** : realize and accept
- **exhilarated** : very thrilled

✦ What failed to pressurize Mary Kom during the Olympics?

- **sparring** : motions of boxing during training, without landing actual blows
- **tactical** : planned actions to gain victory
- **dodgy** : unjust/ partial

✦ What can help Indian Sportsmen win more Olympic Medals?

In an exclusive interview with Sportskeeda correspondent Taruka Srivastava, Olympic Bronze medalist Mary Kom talked about her preparation for the Olympics and her **elation** at winning a medal.

Interviewer : First things first – you're the first Indian female boxer to win an Olympics medal for India. Has the feeling completely **sunk in**?

Mary Kom : I am really happy with my achievement and yes it is yet to sink in. I am just so **exhilarated**.

Interviewer : You were the only female representative from India in boxing. Did that put additional pressure on you?

Mary Kom : No, not at all. I was pretty confident about myself. I knew.

Interviewer : Your coach Charles Atkinson was not allowed to accompany you to the Olympics. How did that affect your preparations?

Mary Kom : Well I did miss him there but thankfully, we had already done our homework and I was well prepared.

Interviewer : During your preparations for the Olympics, you sparred with the male boxers of the Indian contigent. Who was your favourite **sparring** partner?

Mary Kom : (Laughs) Well, I trained hard in Pune and the male boxers were kind enough to practise with me whenever I required them. To name a favourite would be unfair.

Interviewer : You were quoted saying "Adams was very clever, a counter-puncher but, although she carried power, she wasn't very **tactical**. I was scoring but the judges were not pressing the buttons." Do you think **dodgy** judging was part of the reason for your loss in the semi-finals?

Mary Kom : Yes, I think some of the decisions were unfortunate and did not work to my benefit.

Interviewer : India managed just 6 medals in the 2012 Olympics even though we are a nation of 1.3 billion people. Where do you think a change is

required to help us win medals that are proportionate with our population?

Mary Kom : I think more and more people should take up sports as a full-time career if we want more gold medals. More **corporates** should come in and **sponsor** players so that the players don't have any financial pressure and can just focus on their games.

Interviewer : Do you think interest in boxing in India will ever go beyond the Olympics?

Mary Kom : Yes, I am sure that in a few years boxing will be very popular among everyone in India, all the year round.

Interviewer : How aware are Indian women of their nutritional requirements? Diet and nutrition must've been a key factor in your **conditioning** for the Olympics. Do you think nutrition is a neglected area in Indian sports?

Mary Kom : The awareness is growing now among the female athletes when it comes to nutritional requirements. Nutrition has definitely been a neglected area in Indian sports. I had to gain 3 kgs since I had to fight in the 51kg event instead of the usual 48kgs that I fight in. So I had to focus on what to eat. I gained weight by eating the right kind of healthy food rather than **bad saturated fats**.

Interviewer : How big a role did **OGQ** play in shaping the boxing scene in India for the better?

Mary Kom : OGQ really played an important part in my success. They helped me out whenever I needed something. They took care of everything, which helped me focus on my boxing and kept me stress-free.

Interviewer : What's your opinion on the future of Indian boxing?

Mary Kom : The future is very bright and I am sure many more boxers will get medals for us.

Interviewer : Do you find it difficult to convince your children not to fight when they watch you go out and do it in style all the time?

Mary Kom : Well, I have twins and yes, sometimes it becomes really difficult to keep them under control.

- **corporates :** companies or industries
- **sponsor :** organization that pays or aids sportsmen or a sport event
- **conditioning :** becoming fit

✦ How did Mary Kom increase her weight?

- **saturated fats :** unhealthy fats
- **OGQ :** Olympic Gold Quest

✦ What did OGQ do for Mary Kom?

- **stereotype :** a fixed idea held as a common standard

✦ What is Mary Kom more proud of – being a boxer or a mother?

Interviewer : Will you train your kids to become boxers as well?

Mary Kom : I haven't really thought about it. As of now, just let their mother box!

Interviewer : You have broken several **stereotypes** about the women in India by showing that women can compete with men in any field. But how good are you at the 'traditional' feminine activities like cooking?

Mary Kom : Well, I am good at cooking and other household work too.

Interviewer : Would you be interested in coaching Indian women in boxing one day?

Mary Kom : Let's see. In the future, may be yes.

Interviewer : What do you prefer being called – Super Mom or Super Boxer?

Mary Kom : I love being a mom. That's the best thing that has ever happened to me.

***

Awards and recognitions

- Arjuna Award (Boxing) in 2003
- Padma Shree (Sports) in 2006
- Contender for Rajiv Gandhi Khel Ratna Award in 2007
- People of the Year - Limca Book of Records in 2007
- CNN-IBN and Reliance Industries Real Heroes Award in 2008
- Pepsi MTV Youth, AIBA in 2008
- 'Magnificent Mary', AIBA in 2008
- Felicitation by Zomi Student's Federation (ZSF) at New Lamka YPA Hall in 2008
- Rajiv Gandhi Khel Ratna award in 2009
- International Boxing Association's Ambassador for Women's Boxing in 2009
- Sportswoman of the year, Sahara Sports Award in 2010
- The first Indian Woman Boxer to win Gold at the 2018 Commonwealth Games.

ENGLISH WORKSHOP

1. Choose the correct alternatives.

(a) What kind of text is it?

(i) story (ii) speech (iii) interview (iv) essay

(b) Which State does Mary Kom belong to?

(i) Maharashtra (ii) Tamil Nadu (iii) Kerala (iv) Manipur

(c) Who inspired Mary Kom and other youngsters in Manipur to choose boxing as a career?

(i) Dingko Singh (ii) Charles Atkinson (iii) Mangte Tonpa Kom (iv) Adams

(d) What did Mary Kom prefer being called?

(i) Super Mom (ii) Super Boxer (iii) Super Woman (iv) Super Being

2. Go through the text again and find out the name of cities and their importance in Mary Kom's Life. One is given for you.

(a) Kangthei – Mary Kom's birth place.

(b) ....

(c) ....

(d) ....

3. You will find some short forms in the text. Go to library or search the internet to find their full forms. Discuss with your partner. One is given for you.

(a) OGQ - Olympic Gold Quest

(b) IBN -

(c) MTV -

(d) YPA -

(e) AIBA -

(f) CNN -

4. Write the Factfile of Mary Kom, in your notebook.

(a) Full name :

(b) Native of :

(c) Early life and interests :

(d) Special sport taken up :

(e) Inspired by :

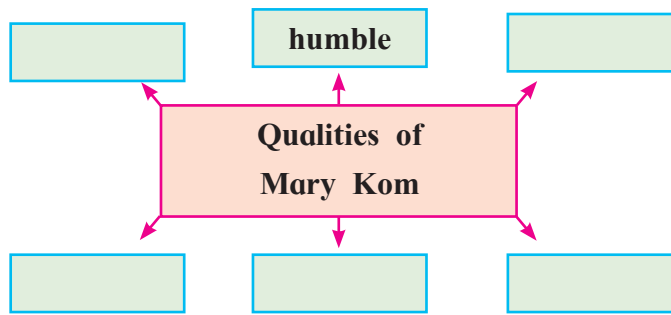
(f) Coach :

(g) Early achievements :

(h) International Achievements :

(i) Her passion :

(j) Future plans :

5. Glance through the text and find the special qualities of Mary Kom. Complete the web by putting different qualities of Mary Kom in the boxes.

6. 'Super Mom' refers to an excellent mother. Give three reasons why 'super' has been added to the word 'mom' as in the title.

1. ....

....

2. ....

....

3. ....

....

7. Answer in your own words.

(a) What makes the writer call Mary Kom 'a legend'?

(b) What prime quality did Mary Kom display during her first attempt in Olympic Games? What was her bad luck?

(c) What does Mary Kom suggest, for India to win more Olympic Gold Medals?

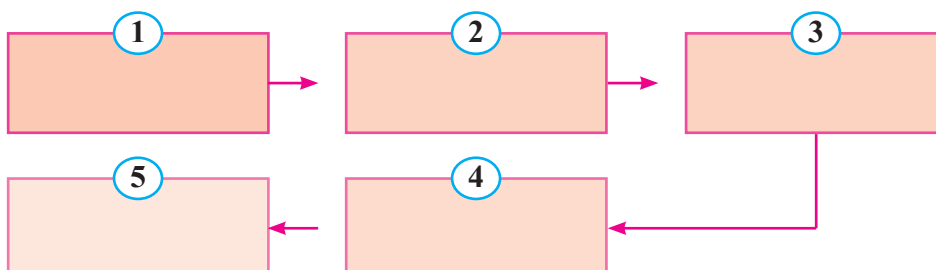
8. Fill in the flow chart after rearranging the facts below in their proper order, as per the text.

(a) Mary Kom made her first appearance at international level.

(b) She sparred with male boxers in Pune.

(c) Mary Kom won the Manipur State's Women's boxing championship.

(d) She won a bronze medal in the 2012 Olympics.

(e) Mary Kom decided to take up boxing.

9. Make sentences of your own using the following words.

(a) debut 1. ....
2. ....

(b) elation 1. ....
2. ....

(c) sponsor 1. ....
2. ....

(d) reinforced 1. ....
2. ....

(e) humble surroundings 1. ....
2. ....

10. Find antonyms of the following words from the text.

(a) Arrogant ✕ .... (b) Finally ✕ ....

(c) Disqualify ✕ .... (d) Diffident ✕ ....

11. Imagine that you are Captain of your team. A famous cricketer is going to visit your school. You are assigned the task to conduct an interview of that famous cricketer. Frame a set of 10 questions that you will ask the cricketer. Take help of the points given below.

(a) Early life (b) Interest in this field

(c) Inspiration (d) Coaching and guidance

(e) Achievement/Records (f) Future plans

(g) Advice to youngsters

12. Write a short paragraph describing the life and work of Mary Kom. Take help of the points given below.

(a) Early life

(b) Training

(c) Achievements

(d) Future plans

13. 'What Men Can Do, Women can do better'
Divide your class in 2 groups. Let one group offer points 'For the topic' and the other, 'Against the topic.' Note down the points in your notebooks, expand the points in two separate paragraphs of about 15 to 20 lines each. Suggest suitable titles for each.

Language Study

1. Underline the Subordinate Clauses and state their kind.

(a) Enough has been said about this great warrior, who conqured the world.

(b) The male boxers kindly practised with me, whenever I required them.

(c) I think that more people should take up sports as a full-time career.

(d) Do you think nutrition is a neglected area in Indian Sports?

(e) That's the best thing, that has happened to me.

(f) India managed just 6 medals in 2012 Olympics even though we are a nation of 1.3 billion people.

2. (A) Pick out from the text the VERB forms of

(a) qualification ....
(d) decisions ....

(b) negligence ....
(e) practice ....

(c) company ....

(B) Pick out the NOUN forms of

(a) represent ....
(d) achieve ....

(b) change ....
(e) aware ....

(c) prepare ....
(f) succeed ....

(C) Pick out the ADJECTIVE forms of

(a) favour ....
(d) nutrition ....

(b) proportion ....
(e) female ....

(c) finance ....
(f) addition ....

4.5 Joan of Arc

Warming up !

Chit-Chat

1. Discuss in groups whether you would like to join Armed Forces. Yes/No Say Why? Why not? Each one should give 2 to 3 reasons for their response.

   Also discuss what areas of work are open for women in Armed Forces in India.

1. Discuss in groups/pairs and make a list of the weapons used in the old times and in the present times.

Weapons used in the past	Weapons used nowadays

2. Imagine that you are the captain of your school Kabaddi/Football team. Your final match is against a very strong team. Your team members are sure that they shall lose.

   Prepare a short pep-talk of about 60 to 80 words that you would give as a Captain, to encourage your team and make them change their defeated attitude. Write it down in your notebook.

3. When different Prepositions are added to the same action verb meaning of the phrase, thus formed changes.

   For example, call <u>out</u> - announce

   call <u>at</u> - visit

   call <u>for</u> - summon

   call <u>up</u> - make a telephone call

   Try to guess the meanings of the underlined phrases and write them down.

1. (a) He promised me <u>to look into</u> the matter. ....

   (b) He wanted <u>to look for</u> his lost book. ....

2. (a) An epidemic of Cholera <u>broke out</u> in the village. ....

   (b) The thieves <u>broke into</u> the apartment. ....

3. (a) She has to <u>carry out</u> her duty regularly. ....

   (b) You must <u>carry on</u> trying for success. ....

Joan of Arc

Geroge Bernard Shaw (1856-1950) was an Irish playwright and critic. He wrote more than sixty plays during his lifetime including major works such as **Man and Superman** (1902), **Pygmalion** (1912) and **Saint Joan** (1923). He was the leading dramatist of his time. He was awarded the Nobel Prize in Literature in 1925.

(The war fought between England and France from 1337 to 1453 has come to be known as the Hundred Years War. Joan was a peasant girl born in eastern France who led the French army to several victories during this war.

This play begins at the time when all of northern France and some parts of the south-west were under foreign control. The English controlled some parts and the Burgundians controlled the others. The city of New Orleans, one of the few remaining French cities was held by the English. The year is 1429. Captain Robert de Baudricourt, a military officer is seated at the table. His steward stands facing him).

Robert : I told you to throw the girl out. You have fifty armed soldiers and dozens of strong servants to carry out my orders. Are they afraid of her?

Steward : No sir, we are afraid of you, but she puts courage in us. She really doesn't seem to be afraid of anything. Perhaps you could frighten her, sir.

Robert : (***grimly***) Perhaps, where is she now?

Steward : Down in the courtyard, sir.

(*Robert goes to the window and asks the soldiers to send the girl up*)

(*The girl enters. She is a well-built, strong country girl of 17 to 18 years. The squire's glare neither frightens her nor stops her. She speaks confidently.*)

- **grimly** : seriously

Joan : Good morning, captain **squire**. You are to give me a horse and **armour** and some soldiers, and send me to the Dauphin.

Robert : This girl is mad. Why didn't you tell me so, you **blockhead**?

Steward : Sir, do not anger her. Give her what she wants.

Robert : I shall send you back to your father with orders to put you under lock and key.

Joan : You think you will, squire. But it won't happen that way. You said you would not see me. But here I am.

Robert : So, you are **assuming** that I'll give you what you want.

Joan : Yes, squire. (*Continues busily*) A horse will cost sixteen francs. It is a big amount of money. But I can save it on the armour. I don't need beautiful armour made to my measure. I can find a soldier's armour that will fit me well enough. I shall not want many soldiers. The **Dauphin** will give me, all I need, to free Orleans.

Robert : (*Shocked*) To free Orleans!

Joan : (*Simply*) Yes, squire. Three men will be enough for you to send with me. Polly and Jack have promised to come with me.

Robert : You mean **Monsieur** de Poulengey?

Joan : Yes, Squire Jack will come willingly. He is a very kind gentleman, and gives me money to give to the poor. I think John Godsave will come, and Dick the Archer, and their servants, John of Honecourt and Julian. There will be no trouble for you, squire. I have arranged it all. You have only to give the order.

Robert : (*To the steward*) Is this true about Monsieur de Poulengey?

- **squire :** a person of high rank
- **armour :** protective clothing of metal or leather worn in battles by soldiers in former times
- **blockhead :** a stupid person

✦ Why had Joan wanted to meet the Captain squire?

- **assuming :** taking for granted
- **Dauphin :** the oldest son of the King of France, the one who would become the king after his father
- **monsieur :** French word for Mister (Mr.)

✦ Name the persons who Joan needed to free Orleans.

Steward : (*Eagerly*) Yes, sir, and about Monsieur de Metz too. They both want to go with her.

Robert : (*Goes to the window, and shouts into the court-yard*) Send Monseiur de Poulengey to me, will you? (*He turns to Joan*) Get out and wait in the yard.

Joan : (*Smiling brightly at him*) Right, squire. (*She goes out*).

Robert : (*To the steward*) Go with her. Stay within call and keep your eye on her. I shall have her up here again.

(*The steward* ***retreats hastily***. *Bertran de Poulengey, a French guard, enters, salutes and stands waiting.*)

Robert : She says you, Jack and Dick have offered to go with her. What for? Do you take her crazy idea of going to the Dauphin seriously?

Poulengey : (*Slowly*) There is something about her. It may be worth trying.

Robert : Oh, come on Polly! You must be out of your mind!

Poulengey : (*Unmoved*) What is wrong with it? The Dauphin is in **Chinon**, like a rat in a corner, except that he won't fight. The English will take Orleans. He'll not be able to stop them.

Robert : He beat the English the year before last at Montargis. I was with him.

Poulengey : But this time, his men are **cowed** and now he can't work miracles. And I tell you that nothing can save our side now but a miracle.

Robert : Miracles are all right, Polly. The only difficulty about them is that they don't happen nowadays.

Poulengey : I used to think so. I'm not so sure now. There is something about her. I think the girl herself is a bit of a miracle. Anyhow, this is our last

- **Chinon :** one of the cities in France where the Royal family resided. During the Hundred Years War, the Dauphin took refuge in Chinon.
- **retreats hastily :** moves away in a hurry

✦ Was the Dauphin fit to be a Prince and heir?

- **cowed :** frightened

✦ What was the squire's opinion about miracles?

chance. Let's see what she can do.

Robert : (***Wavering***) You really think that?

Poulengey : (*turning*) Is there anything else left for us to think? Let's take a chance. Her words **have put fire into me**.

Robert : (*Giving up*) Whew! You're as mad as she is.

Poulengey : (***Obstinately***) We want a few mad people now. See where the sane ones have landed us!

Robert : I feel like a fool. Still, if you feel sure...?

Poulengey : I feel sure enough to take her to Chinon unless you stop me.

Robert : Do you think I ought to have another talk with her?

Poulengey : (*Going to the window*) Yes! Joan, come up.

(*Joan enters.*)

Poulengey : (***Gravely***) Be seated, Joan.

Robert : What is your name?

Joan : They always called me Jenny, in Lorraine. Here in France, I am Joan. The soldiers call me the Maid.

Robert : How old are you?

Joan : Seventeen, so they tell me. It might be nineteen. I don't remember.

Robert : I suppose you think **raising a siege** is as easy as chasing a cow out of a meadow. You think soldiering is anybody's job?

Joan : I don't think it can be very difficult if God is on your side.

Robert : (*Grimly*) Have you ever seen English soldiers fighting? Have you ever seen them **plundering**, burning, turning the countryside into a desert? Have you heard no tales of their prince who is the devil himself, or of the English king's father?

- **wavering :** hesitating
- ✦ What did Robert accuse Poulengey of?
- **have put fire into me :** inspired or motivated
- **obstinately :** in a stubborn and firm manner
- **gravely :** seriously
- **raising a siege :** surround from all sides and attack
- ✦ What shows that Joan is a person of immense faith?
- **plundering :** looting

- **to save their skins :** to save their lives
- ✦ Why were the French soldiers always beaten?
- **let come what may :** let anything happen
- ✦ What dress did Joan want?
- **wash one's hands off it :** not take any responsibility for

Joan : You do not understand, squire. Our soldiers are always beaten because they are fighting only **to save their skins** and the shortest way to save your skin is to run away. But I will teach them all to fight for France. Then, they will drive the soldiers before them like sheep. You and Polly will live to see the day when there will not be a single English soldier on the soil of France.

Robert : (*To Poulengey*) This may all be nonsense, Polly. But the troops might just be inspired by it though nothing that we say seems to put any fire into them. Even the Dauphin might believe it. And if she can put some fire into him, she can put it into anybody.

Robert : (*Turning to Joan*) Now you, listen to me and don't cut in before I have time to think. Your orders are that you are to go to Chinon under the escort of this gentleman and three of his friends.

Joan : (*Radiant, clasping her hands*) Oh, thank you, squire!

Poulengey : How is she to get into the royal presence?

Robert : I don't know. How did she get into my presence? I will send her to Chinon and she can say I sent her. Then, **let come what may**. I can do no more.

Joan : And the dress? I may have a soldier's dress, squire?

Robert : Take what you please. I **wash my hands off it.**

Joan : (*Wildly excited by her success*) Come, Polly. (*She dashes out.*)

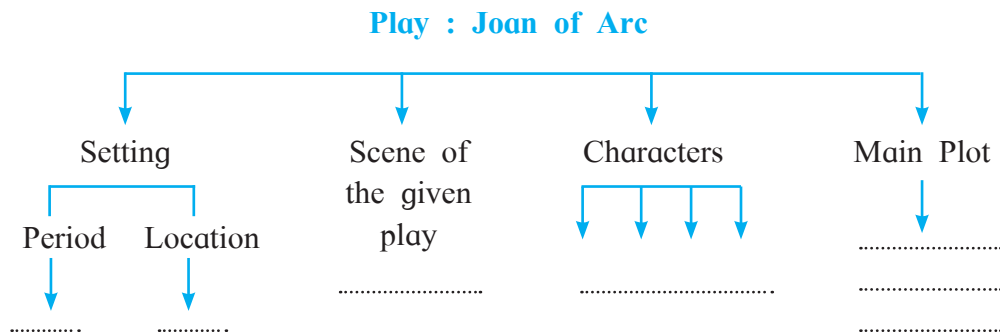
Robert : (*Shaking Poulengey's hand*) Goodbye, old man, I am taking a big chance. Few other men would have done it.

But as you say, there is something about her.

Poulengey : Yes, there is something about her. Goodbye.

✦ What made Robert finally agree to the plan?

ENGLISH WORKSHOP

1. Read the extract from G. B. Shaw's play on Joan of Arc and fill in the Tree diagram.

2. Pick out from the play 2 lines each that prove the following.

Joan of Arc

- Her confidence 1. ....
  2. ....
- Her courage 1. ....
  2. ....
- Her determination 1. ....
  2. ....

3. Match the comparisons as given in the extract.

1. as easy as	(a) like sheep
2. as mad as	(b) like a rat in the corner
3. drive the soldiers	(c) a bit of a miracle
4. The Dauphin is	(d) as she is
5. Joan of Arc is	(e) the steward
	(f) chasing a cow

(1) .... (2) .... (3) .... (4) .... (5) ....

4. Say WHY?

(a) Joan wanted to meet the Captain squire.

(b) Joan did not ask for many soldiers from the Captain squire.

(c) Poulengey, Jack and Dick had offered to accompany Joan.

(d) French soldiers were always beaten in war.

(e) Captain squire Robert said "I wash my hands off it."

5. Using a dictionary, find the difference between the following pairs of phrases. Make sentences of your own with each of them.

Phrases	Meaning	Own Sentences
1. to cut in to cut out	....	....
2. to be held by to be held up	....	....
3. to run away to run for	....	....
4. to be known as to be known for	....	....
5. to go with to go after	....	....
6. to put fire into to put fire out	....	....

6. From an Indian history book or Internet find out information about Indian Women (queens) who led battles. (For example, Rani of Jhansi and Rani Karnawati of Mewad). Write any 3 points of similarity and 3 points of contrast between anyone of the above Indian Queens and Joan of Arc. Write in your own words.

Similarities	Contrast
(a)	(a) ....
(b)	(b) ....
(c)	(c) ....

7. Read the script from :

Joan (Girl) : Good morning, Captain squire .... (up to)

Joan : (Simply) .... Polly and Jack have promised to come with me.

Write a summary of that part of the script (in Indirect speech) in 15 to 20 lines.

Language Study

1. (A) Make the following sentences affirmative without change of meaning.

(a) Negative : I am not so sure, now.

Affirmative : ....

(b) Negative : He will not be able to stop them.

Affirmative : ....

(c) Negative : I don't remember.

Affirmative : ....

(d) Negative : I can do no more.

Affirmative : ....

(e) Negative : Sir, do not anger her.

Affirmative : ....

(f) Negative : I shall not want many soldiers.

Affirmative : ....

(B) Fill in the gaps in the table.

WORD-FORMS

Noun	Verb	Adjective	Adverb
1. success	succeed	successful	successfully
2.	inspire	....	....
3.	....	safe	....
4.	believe	....	....
5. thought	....	....	....
6.	....	....	brightly
7. courage	....	....	....
8.	....	....	hastily

4.6 A Brave Heart Dedicated to Science And Humanity

Warming up!

Chit-Chat

1. Have you ever participated in or visited a science exhibition?
2. Did you observe/learn any new things there? What are those?
3. Scientists have to work very hard and make many sacrifices for years, to achieve success in their experiments. Why?
4. What is the difference between a discovery and an invention?

1. Discuss in pairs/groups about the precautions one has to take while working in a science laboratory. Write them in the form of Dos and Don'ts.

Dos	Don'ts
• Handle test tubes and other glass apparatus with care.	• Don't touch chemicals with bare hands.
•	• ....
•	• ....
•	• ....

2. Study the underlined Predicate in each of the sentences below and note the difference.

   1. I <u>met Debbie</u>. (verb (met) + Noun (Debbie)

      We <u>study Grammar</u>. (verb (study) + Noun (Grammar)

      (The object answers WHAT? or WHO? when asked to the verb.)

   2. He <u>became tired</u>. (verb (became) + Complement (tired)

      They <u>are hungry</u>. (verb (are) + complement (hungry)

      The verbs (became/are) incomplete without the words that follow (tired/hungry.) So 'tired' and 'hungry' are Complements of the verbs 'became' and 'are'.)

   3. She <u>spoke softly</u>.

      They <u>live here</u>.

      He <u>turned early</u>.

      (The verbs in the Predicates are followed by Adverbials since they indicate How?/Where/When the action in the verb takes place.)

   Now say whether the Predicate in the following sentences contain Object or Complement or Adverbial after the verb.

   (a) He looked upwards. ....

   (b) My brother is injured. ....

   (c) We scored a goal. ....

   (d) We beat the opponents. ....

   (d) She answered perfectly. ....

   (e) The guests arrived early. ....

   (f) I shall be happy. ....

   (g) You wrote the address. ....

A Brave Heart Dedicated to Science And Humanity

The history of men's progress from the darkness of ignorance to the glorious light of knowledge and enlightenment is full of chapters that tell of extraordinary men and women. These men and women worked with great courage, **commitment**, dedication and singleness of purpose in their effort to attain what seemed to be **unattainable**. These men and women were driven in their effort to uncover the truth and mystery of the universe with an **indomitable** spirit which characterises the human spirit. And this is the spirit that drove Columbus and Vasco de Gama to sail to the unknown seas, Robert Peary to race to the Pole, Sir Ronald Ross to fight against malaria, Hillary and Tenzing to reach the top of Everest, and Armstrong and his team to go to the moon.

One great woman who dedicated her life to the cause of science and to the welfare of humanity is Madame Curie, the discoverer of radium. The mere statement that Madame Curie discovered the radium will never tell the true story of the extraordinary courage, determination and singleness of purpose that this noble woman showed in the face of extreme poverty, pain and suffering that comes along with such condition.

Born Maria Sklodowska in Warsaw, Poland on November, 7 1867, Marie Curie's childhood dream was to study science in Paris, but her father could not afford the expense for this. So Maria took a job as a **governess** and saved a little money. With that little money she finally went to Sorbonne, the University of Paris, to study science. Her father could send her only a small amount and her life in the university was a **disheartening** experience in poverty and hunger. She lived only on bread, butter and tea, and she often fainted for lack of food. In spite of all this she pursued her studies **indomitably** and she

- **commitment :** firm decision to do something
- **unattainable :** impossible to achieve
- **indomitable :** unbeatable

✦ What qualities do great achievers possess?

✦ What information do you get about Marie's early life?

- **governess :** a resident care-taker for children
- **disheartening :** discouraging
- **indomitably :** with a very strong will, undefeatedly.

topped her class with Honours in Physics and Mathematics.

It was at the university that she met a Frenchman, Pierre Curie, a brilliant but poor scientist. Then they together began to work in a shabby laboratory. Soon, their friendship turned into love and in less than a year, in July, 1895, they were married. The couple then took a flat in Paris with **scarcely** any furniture in it except their books, a lamp, a white wooden table and two chairs.

After the birth of a daughter, Irene, the next year, Marie and Pierre set up a laboratory in a wooden shed near their flat, It had a leaky skylight and an earthen floor. Here Marie, after her daily household work, settled down to study.

Marie was specially interested in a substance called uranium which was obtained from **pitchblende**, a black, very hard and very expensive substance. Uranium was known to give off very powerful rays by which men could see through many substances. Now Marie discovered that what was left after obtaining uranium was even more powerful. Later on, Pierre and Marie found that there was not one, but two new substances giving off these rays although they had not yet been able to obtain either of them. They called one of them Polonium, in honour of her country. Poland and the other was called Radium. Radium is the most powerful of the radio-active elements. And radio-active elements can give off rays which can **penetrate** substances that are **opaque** to light. There was another French scientist called Henri Becquerel, who in 1896 had discovered that uranium possessed this property. But Polonium and Radium possessed radio-active in much higher degree.

The Curies now began to work with greater enthusiasm, but they were poor and pitchblende itself was an extremely expensive substance, which they could not afford to buy in large quantity. They, however, sacrificed all the luxuries of life to save

- **scarcely :** hardly

✦ What are the signs of poverty suffered by the young couple?

- **pitchblende :** a form of mineral uraninite occuring in brown or black pitch-like masses containing radium

- **penetrate :** go through
- **opaque :** not transparent, not able to see through

✦ Why were the two new substances named Polonium and Radium?

money to buy whatever little amount of pitchblende they could. They lived in utter **penury**, not buying costly food and warm clothes for the extremely cold Parisian winter. Often they could not sleep during the cold nights due to lack of warmth. Overwork seriously affected Madame Curie's health. Often she was forced to leave the laboratory to take a much needed rest. Her husband begged her to give up the struggle, but she **resolutely** refused. Marie was driven by a mad determination to discover the mystery of radium. With courage she faced all the miseries of a life of poverty and carried on with her research along with her husband who loved and supported her.

Luck, however, favoured the Curies and a **windfall** came to them. It was a gift of a ton of pitchblende from the emperor of Austria, who was an admirer of the Curies. It was the most precious gift the Curies had received and in their shabby laboratory they toiled along, boiled and burnt, overpowered by heat in summer and frozen with cold in winter.

The Curies continued their work for four more years. Wearing an acid stained, dust covered mask, Marie toiled along stirring large pots of pitchblende ensuring that the fires beneath were active throughout the day and the night. Then in 1902, success finally came. On a September night the Curies, after a day's tiresome work, went home. Then just as they were about to go to bed they went to the laboratory to have another look at the hundreds of small bowls into which they had poured filtered pitchblende. In the dark laboratory as they moved cautiously forward there were all around them rays of soft, bluish purple light coming from the small, glass covered bowls. Radium had been discovered ! Marie said to her husband, 'Do you remember the day when you told me that you wanted radium to have a beautiful colour? Look …. look!"

Actually, what they had produced was just a tiny pinch of white powder that looked like salt. But

- **penury :** extreme poverty

✦ What proves Marie's will power?

- **resolutely :** with great determination

- **windfall :** unexpected luck

✦ Which gift did she receive from the emperor of Austria? Why was it the most precious for them?

✦ Describe how the Curies first sighted Radium? What was its colour?

it was to become one of the wonders of the world. With its rays people would be able to see through the hardest of substances except lead.

The benefits of radium in the world of medicine are **incalculable**. It has been used with great effect in the treatment of cancer. The bacteria of such diseases as typhus, cholera and anthrax can also be killed by radium.

In 1903 the Curies along with Henry Becquesel, were awarded the Nobel Prize for physics for the discovery of Radium and Polonium. They wished, they could have patented their discovery and become rich, but this noble woman refused to do so and gave it free to the world to be used properly.

In 1906, Pierre was knocked down and killed by a horse-drawn wagon. Marie clung to his lifeless body and remained **disconsolate**.

In 1911, Marie was awarded the Nobel prize for the second time and this was for Chemistry. Madame Curie remained comparatively poor and when asked why she did not make money by her discoveries, she replied, "I am working for science. Radium belongs to the people, not to me."

In 1934, the health of Marie Curie failed and in the July of that year this great scientist, who had given her life for the cause of science and humanity, died. In every great man and woman there is a **compulsive** desire to discover the truth. Madame Curie, who pursued her life's goal with great courage, **endurance**, dedication and strength of character, is a living example of this statement.

There are also men and women who show extreme courage when they are face to face with great danger. But greater is the courage of men and women who display a strength of mind that is not defeated by extremely **hostile** and unfavourable conditions of life. Madame Curie certainly belongs to this latter group.

- **incalculable :** not capable of being measured
- ✦ How is radium used in the medical field?
- ✦ **Discuss in groups:** 'Courage is undefeatable.'
- **disconsolate :** very depressed
- ✦ How did Pierre meet with an early death?
- ✦ What makes Marie Curie an exceptional scientist?
- **compulsive:** passionate/ uncontrollable
- **endurance :** tolerance
- **hostile :** adverse, bitter

1. Write in one sentence each, why the following years were landmarks in the lives of Pierre and Marie Curie.

1895 ....

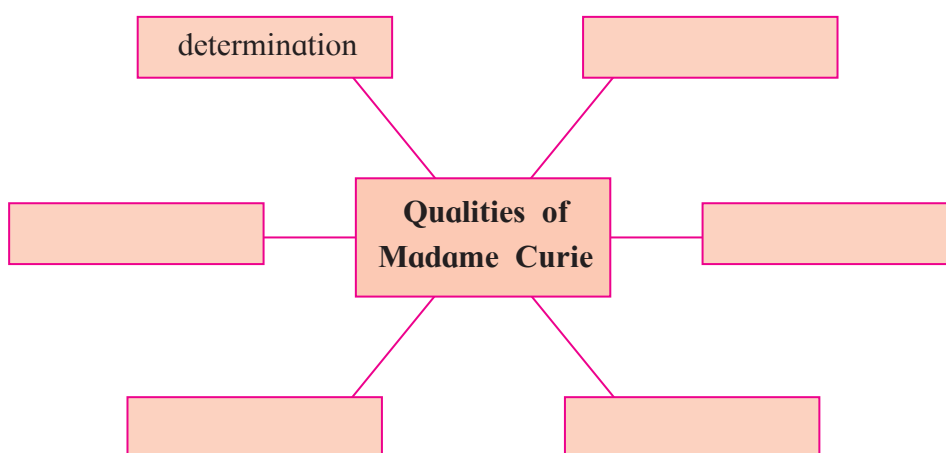
1902 ....

1903 ....

1906 ....

1911 ....

2. Complete the web diagram with the qualities of Madame Curie.

determination		
	Qualities of Madame Curie	

3. Name the following.

(a) Two discoverers of new lands

1. ....

2. ....

(b) Two conquerers of the peak of Mt. Everest

1. ....

2. ....

(c) Original name of Madame Curie

....

(d) Her place of birth

....

(e) Subjects Marie majored in, at the University of Paris

....

(f) Nationality of her husband Pierre

....

(g) Scientist who discovered the properties of uranium

....

(h) Two radio-active elements discovered by Curies

....

4. Read the text carefully and match the incidents occured in Madam Curie's life given in table A with the years in table B.

Table A	Table B
1. Henri Becquerel discovered that uranium had the property where radio-active elements can give off rays which can penetrate substances that are opaque to light.	1902
2. Maria Sklodowska was born in Warsaw, Poland.	1934
3. Marie was awarded Nobel Prize.	1896
4. Curie couple discovered radium.	1867
5. Marie passed away.	1911

5. Think and answer in your own words.

(a) What common characteristics did Marie and Pierre share, as students?

(b) Which of the two scientists was greater than the other? Say why?

(c) Why was the gift of a ton pitchblende, a great stroke of luck, to the Curies?

(d) Besides the uses of radium and polonium mentioned in the text, in what other way, do you think, it is used in the field of medicine?

(e) What proves that Marrie Curie was a true lover of humanity and not a wealth?

6. Find words/phrases from the text that are synonyms of the word 'brave'.

7. Read and understand the following words. Find out/search for proverbs/thoughts/ quotes/slogans that are related to each of them.

(a) Courage ....

....

(b) Strength of character ....

....

(c) Determination ....

....

(d) Hard-work ....

....

8. **Match the branches of Science with what fields they study :**

(A)	(B)
(a) Ecology	(i) Study of Atmosphere
(b) Geology	(ii) Study of Plant-life
(c) Meteorology	(iii) Study of the Universe
(d) Anatomy	(iv) Study of living organisms and environment
(e) Botany	(v) Study of human mind and emotions
(f) Psychology	(vi) Study of structure and functions of the body
(g) Cosmology	(vii) Study of solid earth and rocks

(a) .... (b) .... (c) .... (d) .... (e) .... (f) .... (g) ....

9. **Imagine that your school needs some Scientific equipments, apparatus and formulae charts for the laboratory. Being the in-charge of Science Committee, write a letter to the Headmaster of your school suggesting him some Scientific equipments and apparatus required for Standard X Science practicals. Take help of the information given below to complete your letter.**

Sanjay Sharma
In-charge of Science Committee,
New English High School, Akola
1 January, 2018

To
The Headmaster,
....
....

Sub : ....
Sir/Madam,

- various experiments included in Standard X syllabus
- purpose of your requirements
- equipments, apparatus etc.
- quality and quantity
- benefits and utility
- add your own points

Thank you,

Yours obediently,
....
....

10. 'There is no short-cut to success'.

Expand this maxim with a suitable introduction, body with examples and conclusion. Write it in your notebook in about 20 lines.

11. Project :

The life and work and inventions of Marie Curie are given in detail in the text. Go to your library or search on internet at least five famous scientists who have given great inventions to the world and write about them or prepare a chart showing the information about them.

Language Study

1. Pick out the Prefixes and Suffixes from the following words and find the root word :

Word	Prefix	Suffix	Root Word
1. unattainable			
2. indomitable			
3. disheartening			
4. incalculable			
5. disconsolate			
6. ensuring			

2. (A) Say whether the Predicates in the sentences below contain Objects/ Complements/Adverbials.

(a) Madame Curie discovered radium.

(b) Pierre was knocked down.

(c) Pitchblende was expensive.

(d) The couple took a flat.

(e) They moved cautiously, success came finally.

(B) Pick out the Conjunctions in the following sentences and say whether they are Subordinators or Co-ordinators.

(a) There are women who show extreme courage.

(b) Pitchblende was an extremely expensive substance, so they could not afford to buy.

(c) After her daily household work Marie settled down to study.

(d) Marie wanted to study in Paris but her father could not afford it.

(e) History is full of chapters that tell of extraordinary people!

Live English!

What is Blogging?

The term blog is short for web log. It is an online public diary which lists each diary entry in reverse order so that new diary entries are placed on the top of the page, and older entries are placed below. Each entry is called a post.

Who Blogs?

Anyone can create a blog, if they have a basic understanding of the way the software works. There are privately owned blogs on individual webpages, which require a little knowledge about creating webpages, but there are also blog creation services which allow you to quickly and easily set up your own blog. You can add posts as often as you like, and can say almost anything that you want. Blogs are created for a lot of different reasons, and by many different people.

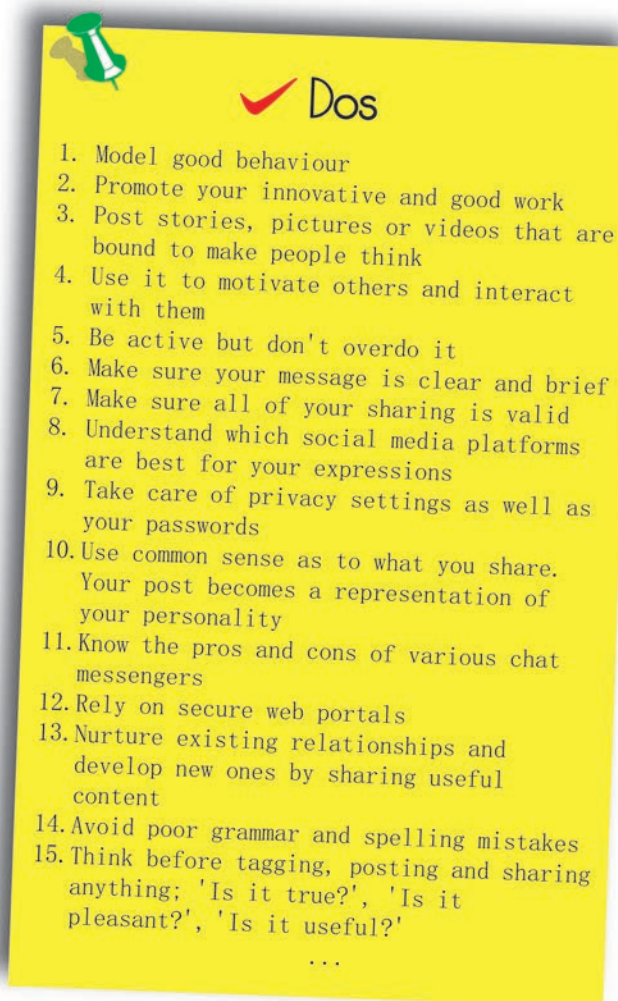
What Are Blogs About?

There are many topics that a blog may contain, depending on who is updating it and why. Many blogs provide news or comment in response to a particular subject, like local news, politics or even hobbies. Food blogs are popular for people who want to share recipes, and many political activists and writers have blogs which are used to respond to current political topics. Many blogs also function as personal online diaries.

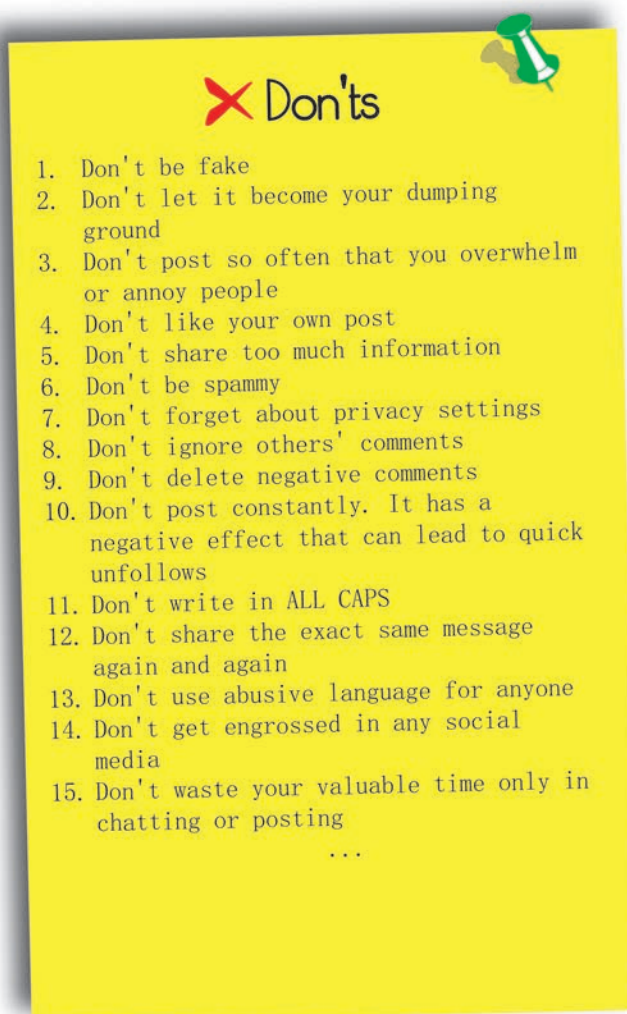
Blog Classification

A blog is usually textual, based on news and commentary, although there are other types of blogs which are gaining popularity. Artlogs are blogs which focus on art, Photoblogs focus on photography, Sketch-blogs focus on sketching, and so on. There are also a few specialised types of blogs, including Vblogging or video blogging, and Podcasting or audio blogging.

Creating a Blog on the Internet

If you have a good understanding of webpage design and development, you may be able to create your own blog on a personal website. Otherwise, your best option is to choose a website that does the setting up for you, so that all you have to do is join, customise a little and begin to write. There are many blog websites like www.livejournal.com, www.wordpress.com, www.blogger.com or www.blogs.myspace.com which will allow you to quickly and easily create your own blog. They also give you the option to set controls so that you can choose to allow only friends or only yourself to read them.

Blog Popularity

Blogs are becoming more and more popular for many reasons. This is because they offer a wealth of information on a lot of different topics. They also drive traffic

to websites by attracting new visitors with interesting blog column commentary. Blogs are a great tool because they allow anyone to express themselves on the Internet. If you are looking for a way to express yourself online, or to share information regarding a favourite subject of yours, beginning your own blog may be the best option for you because everyone has an opinion on the Internet, and soon everyone will have their own personal weblog too.

Now with the help of your teacher create your own Blog on one of the following given topics.

1. Your experiences and recently celebrated birthday party.
2. Your expectations from the school.
3. Describe the surroundings of your residence.
4. Describe a cultural programme/campaign/project conducted at your school.

Don'ts

1. Don't be fake
2. Don't let it become your dumping ground
3. Don't post so often that you overwhelm or annoy people
4. Don't like your own post
5. Don't share too much information
6. Don't be spammy
7. Don't forget about privacy settings
8. Don't ignore others' comments
9. Don't delete negative comments
10. Don't post constantly. It has a negative effect that can lead to quick unfollows
11. Don't write in ALL CAPS
12. Don't share the exact same message again and again
13. Don't use abusive language for anyone
14. Don't get engrossed in any social media
15. Don't waste your valuable time only in chatting or posting

...

Maharashtra State Bureau of Textbook Production and Curriculum Research
Pune-411 004.
माय इंग्लिश कोर्सबुक, इयत्ता दहावी (इंग्रजी भाषा)

₹ 88.00